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ABSTRACT

Saddle Brook, New Jersey, one of the oldest townships in Bergen County, had an estimated population in 1979 of 15,975 persons residing within its 2.7 mile boundary. Present educational conditions, community characteristics, and educational facility requirements are considered indepth in this master plan. Maps, tables, and text present demographic factors that include zoning and land use, housing, population characteristics, and enrollment data and estimates. Brief sections deal with support factors, transportation, and ethnocultural factors. The educational program for the area is spelled out in detail. The final two sections are concerned with the six existing facilities, with an analysis of data and a timetable for the master plan. A table gives some selected characteristics of the schools followed by descriptions of each, along with site and floor plans and facility needs. Tables giving the capacity of each school and the educational and physical evaluations are in the appendix. Recommendations are made to abandon one school and make significant improvements and conversions in the others. (MLF)

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ED234466

MASTER PLAN FOR EDUCATIONAL FACILITIES

SADDLE BROOK

BERGEN COUNTY
NEW JERSEY

JUNE 1979

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MASTER PLAN FOR EDUCATIONAL FACILITIES

SADDLE BROOK

BERGEN COUNTY

NEW JERSEY

June, 1979

Engelhardt and Engelhardt, Inc., Educational Consultants
Purdys, New York 10578

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OVERVIEW OF THE DISTRICT

Geographic Setting

Saddle Brook is located in Bergen County, in the New York metropolitan area. Its location, just off the Garden State Parkway and Routes 46 and 80, makes it very accessible. Map 1 shows the Township in relation to key population centers and transportation routes.

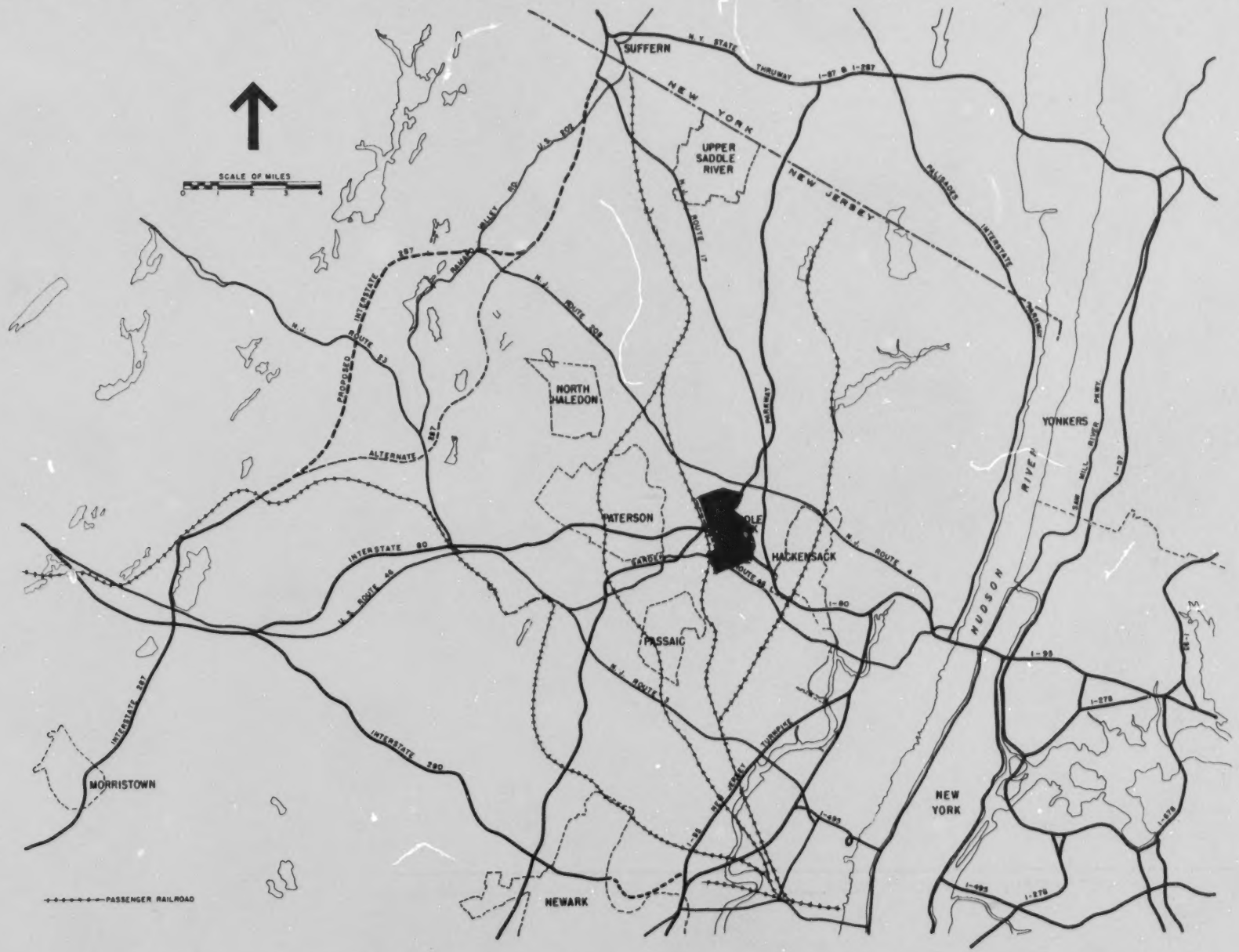
Map 2 shows the location of community facilities.

Map 3 gives the locations of homes of pupils in grades one through three for 1978-79.

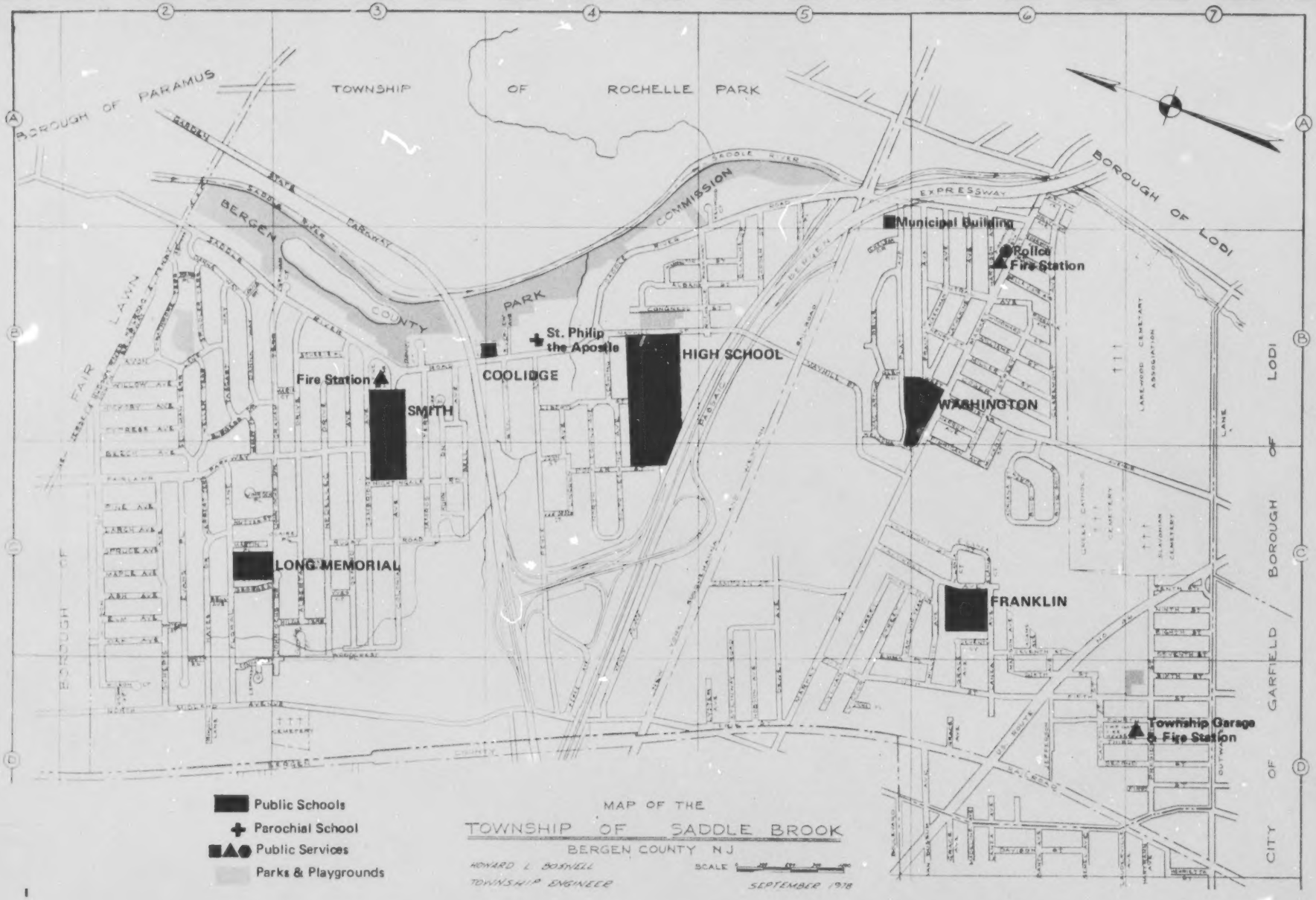
Historical Background*

For many years and until very recently, the town of Saddle Brook was known as Saddle River Township. The town adopted its present name after a referendum held on November 8, 1955, in which the local citizens approved of the principle of a change of name. There were at the time in Bergen County three towns bearing similar names—Upper Saddle River, Saddle River, and Saddle River Township. Two years before the referendum, the Chamber of Commerce had formed a Post Office Committee for the sole purpose of getting the town on the map. Since a campaign was on to attract desirable industry to locate in town, it was important to be able to promise them an adequate postal distribution system, as well as to provide them with an address that would not be confusing to their customers. It was then decided to ask the local citizens to vote for a name change. After the principle of the change was approved, the name of Saddle Brook was adopted.

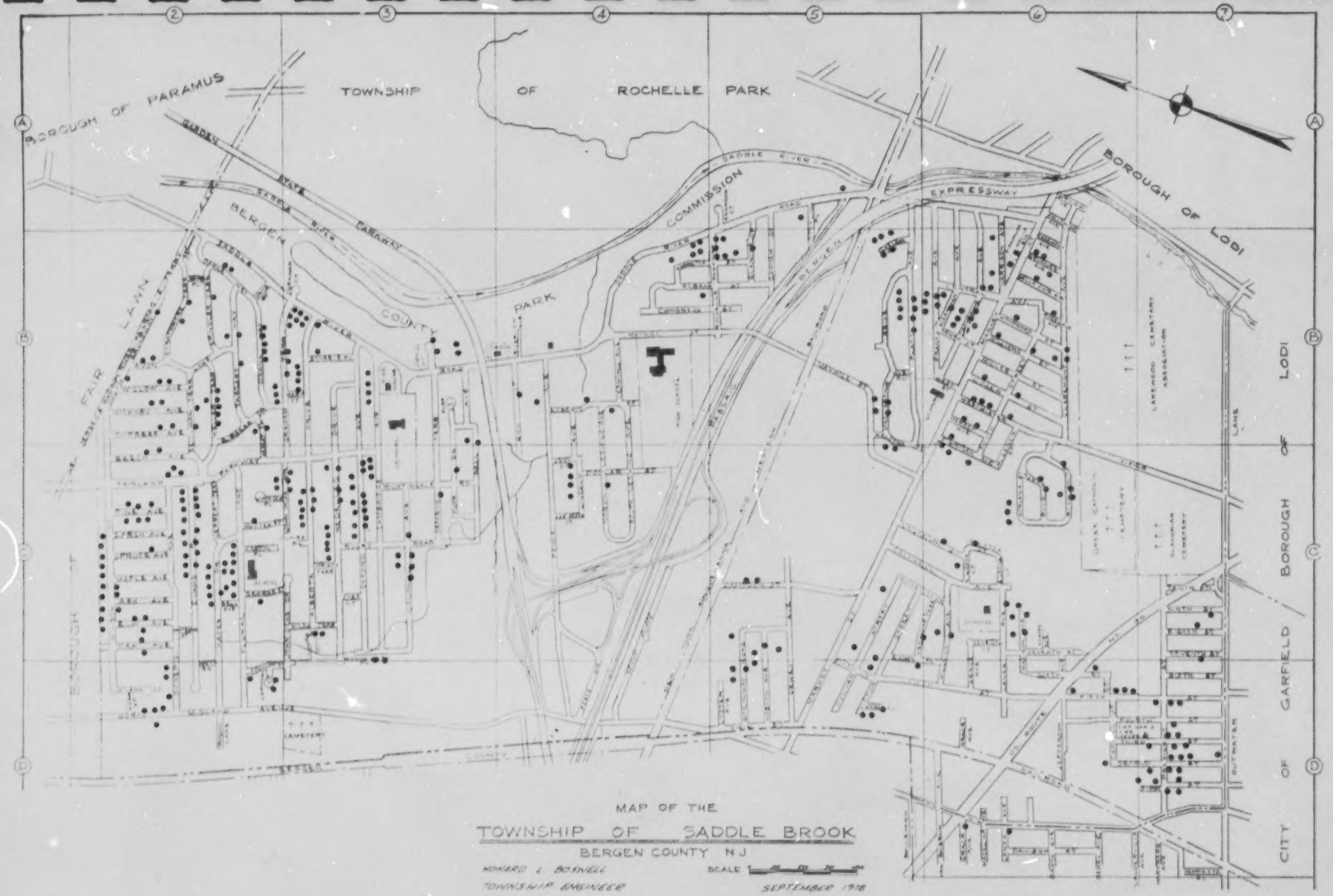
* From a history of Saddle Brook compiled and written in 1961 by the Literature Department of the Woman's Club of Saddle Brook.



MAP 1 – RELATIONSHIP OF SADDLE BROOK TO KEY POPULATION CENTERS AND TRANSPORTATION ROUTES



MAP 2
LOCATIONS OF COMMUNITY FACILITIES



I-4

MAP 3
LOCATIONS OF HOMES OF PUPILS ATTENDING GRADES 1-3, 1978-79

Most of the history of the town is, of course, the history of Saddle River Township, which is one of the oldest townships in Bergen County. In fact, in point of organization, this is almost the oldest township in Bergen County.

Historians do not always agree on the dates in the local history, but quite a few write that the Township was created in March of 1716 within the area known as New Barbadoes. Barbadoes is an island in the British West Indies, and the name New Barbadoes was probably given by the English settlers to the area located between Hackensack and the Passaic River to the east and west and between Sussex County and Newark Bay to the north and south.

Saddle River Township seceded from New Barbadoes in 1724. As time passed, villages and hamlets within the Township seceded in order to form governments of their own. Ridgewood, Ho-Ho-kus, and Franklin seceded in 1772. With each secession the Township was being whittled down to its ultimate size—2.7 square miles.

According to some historians, the Township was incorporated in 1794, but others give the date as 1798. All through those years, it was mainly an agricultural community, for the rivers and the rich land were good for cultivation. Hackensack already was a large and important village, easily accessible to the Township by Indian trails. Saddle River Road itself was an Indian trail and during the Colonial era was a much traveled wagon route to Newark. This made it an ideal location for inns and hotels, as well as for private homes. Grist and saw mills were built along the Saddle River, and its joining the Passaic River in Garfield made it all the more useful. Later, textile mills were located along the river.

In 1898 Garfield seceded, 1916 East Paterson, and in 1924 Fairlawn, the last to secede.

Agriculture and small-scale dairying predominated here until the first decade of the 20th century, when commuters decided that the rural atmosphere was

ideal for homes. Most citizens depended on neighboring communities and on New York City for working and shopping, for the Township did not have the industries and businesses that many towns possessed.

Throughout the 20th century, the character of the Township has changed with the acquisition of many industries and businesses and the founding of the organizations which make a modern town. The population grew by leaps and bounds: in 1930 it was 2,424 persons and in 1970, 15,975.

Local Industry and Business

There are a significant number of industries and businesses in Saddle Brook. The industries are located along the railroads in the west and center of the Township; the businesses along Market Street and Route 46. In the center of the Township, in the so-called "Interchange Community," are major motor hotels: Marriott, Holiday Inn, and Howard Johnson's.

Current School Systems

Table 1 gives the enrollments in the public schools. St. Philip the Apostle School, located in Saddle Brook, has 368 pupils enrolled this year, prekindergarten through grade eight. Of these, 348 are resident pupils.

Table 1
ENROLLMENTS IN PUBLIC SCHOOLS
Saddle Brook, New Jersey
1978-79

School	Grades	Enrollment
Franklin	K-8, Special Education	231
Long	K-8	325
Smith	K-8	398
Washington	K-8, Special Education	248
High	9-12, Special Education	925
Total		2,127

Another 41 pupils at grade levels nine through twelve attend the Bergen County Vocational High School on a full-day basis.

Environmental Factors

Map 4 shows the topography of Saddle Brook. Elevations run from near 50 to 100 feet. The south side is hillier than the north. Major highways cut through the Township—the Garden State Parkway and Routes 46 and 80. The Saddle River is on the eastern edge of the community.

TOWNSHIP OF SADDLE BROOK
BERGEN COUNTY, NEW JERSEY

MAP 4
TOPOGRAPHY

II

DEMOGRAPHIC FACTORS

Zoning and Land Use

Maps 5 and 6 show the existing zoning and proposed land use. The largest part of the Township is residential in nature, but significant sections are industrial and commercial, the latter two contributing significantly to the Township's tax base.

Housing

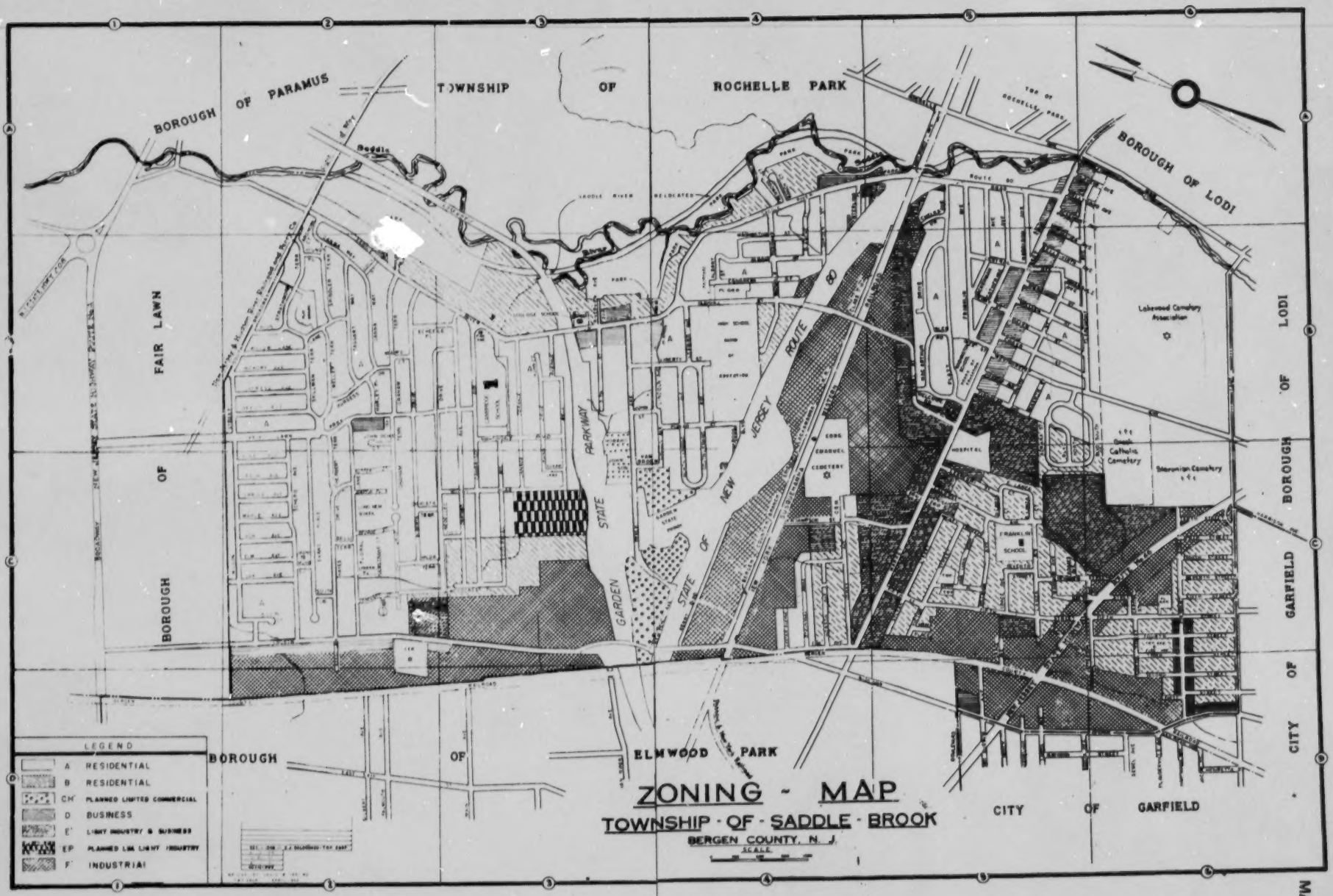
The Township is almost saturated, with only isolated vacant lots. Housing construction has been minimal in recent years. None is anticipated that would cause any significant inmigration.

Table 2
NEW HOUSING UNITS AUTHORIZED BY BUILDING PERMITS
Saddle Brook, New Jersey
1970-78

Year	Total	One Unit	Two Units	3 or More Units	Year	Total	One Unit	Two Units	3 or More Units
1970	72	4	10	58	1975	8	2	6	0
1971	13	5	8	0	1976	10	2	8	0
1972	8	6	2	0	1977	10	2	8	0
1973	9	1	8	0	1978	9	3	na	na
1974	8	2	6	0					

Source: Bureau of the Census, U. S. Department of Commerce, Construction Reports.

Since 1972, only 8 to 10 units per year have been authorized for building.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BOROUGH OF
Saddle
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PARKWAY
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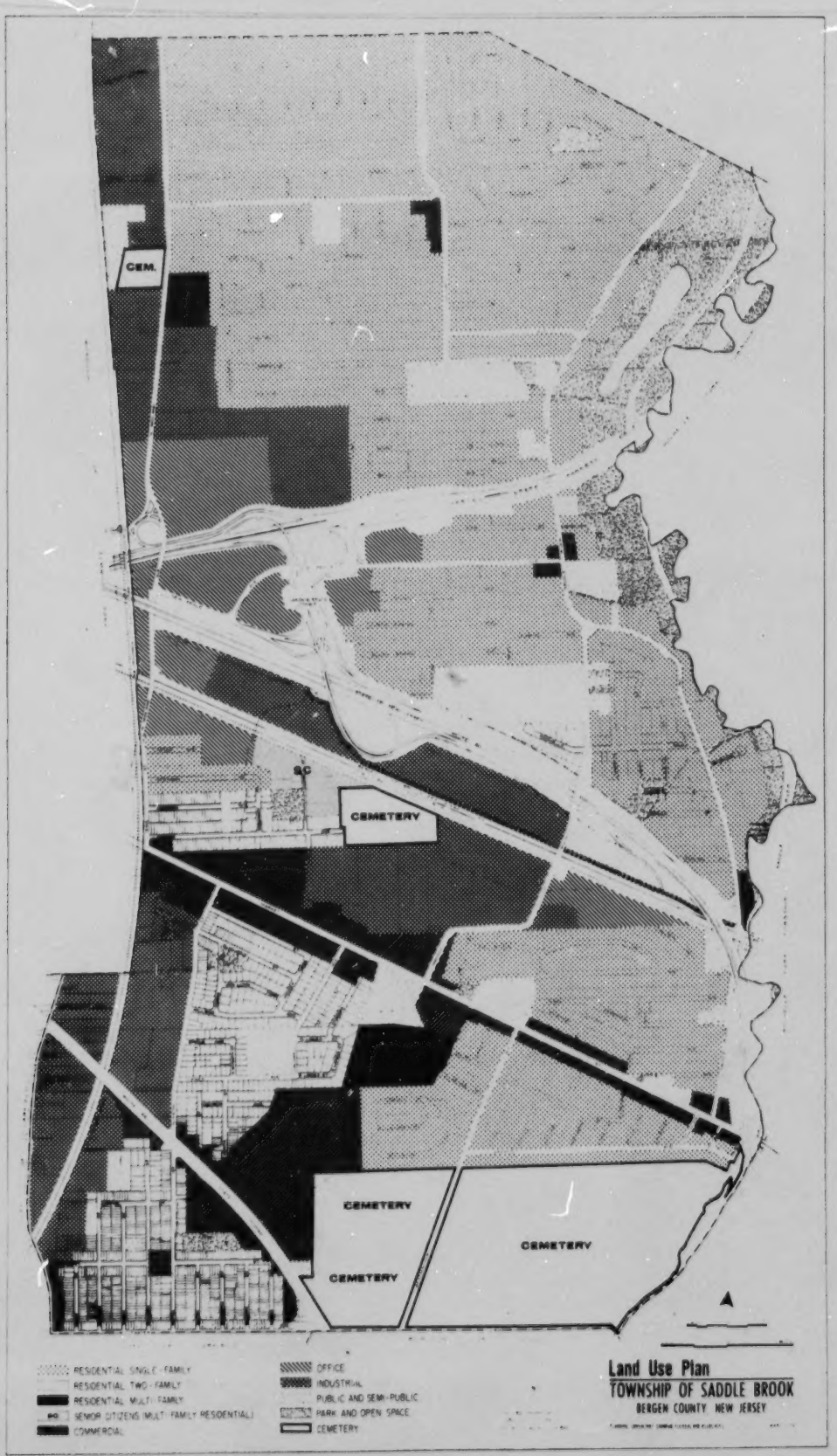
GARDEN
STATE OF NEW JERSEY
Lakewood Cemetery Association
Greek Catholic Cemetery
Resurrection Cemetery
EDSEL EDGUEL CEMETERY
HOSPITAL
FRANKLIN SCHOOL
BOROUGH OF ELMWOOD PARK
CITY OF GARFIELD
LEGEND
A RESIDENTIAL
B RESIDENTIAL
CH PLANNED LIMITED COMMERCIAL
D BUSINESS
E LIGHT INDUSTRY & BUSINESS
EP PLANNED LIM. LIGHT INDUSTRY
F INDUSTRIAL
ZONING - MAP
TOWNSHIP OF SADDLE BROOK
BERGEN COUNTY, N. J.
SCALE

MAP 5

MAP 6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RESIDENTIAL MULTI - FAMILY
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COMMERCIAL
OFFICE
INDUSTRIAL
PUBLIC AND SEMI-PUBLIC
PARK AND OPEN SPACE
CEMETERY
Land Use Plan
TOWNSHIP OF SADDLE BROOK
BERGEN COUNTY, NEW JERSEY

Sanitary Sewerage System

The Township operates its own sewer system, which is connected into the Passaic Valley Sewerage System.

Population Characteristics

Table 3 presents the population of Saddle Brook each decade since 1930. The estimate for July 1, 1977, made by the State Department of Labor and Industry is 14,893 persons.

Table 3
POPULATION OF SADDLE BROOK, NEW JERSEY
1930-70

Year	Population	Increase over Preceding Decade	
		Number	Per Cent
1930	2,424		
1940	3,169	745	30.7
1950	7,955	4,786	151.0
1960	13,834	5,879	73.9
1970	15,975*	2,141	15.5

Source: U. S. Census of Population.
* Revised figure; first count figure was 15,098.

The New Jersey State Department of Labor and Industry has prepared two projections for 1985: Series I - 16,845 and Series II - 17,198. Whether either can be achieved appears doubtful at this time.

In 1970 households numbered 4,345, with an average population per household of 3.45 persons. Of the total population, 102 were in group quarters. In 1970, 10 persons were listed as Negro and 33 as "Other."

Table 4 shows the numbers of live births to residents since 1968. The greatest number born in this period was 240 in 1968. The number dropped to 137 in 1975, then went up to 150 in 1977, the latest year available. In 1970 the birth rate—

that is, the number of children born per 1,000 population-was 13.3 per 1,000 population. In 1977 it is estimated at 10.1 per 1,000. The decrease in the numbers of births and birth rate will continue to contribute to the enrollment decline.

Table 4
BIRTHS TO RESIDENTS
Saddle Brook, New Jersey
1968-77

Year	Number Born	Year	Number Born
1968	240	1973	144
1969	239	1974	140
1970	212	1975	137
1971	191	1976	149
1972	163	1977	150

Source: State of New Jersey Department of Health, Trenton.

Nonpublic School Enrollments

St. Philip the Apostle School is located in Saddle Brook. Most of its pupils come from the Saddle Brook School District. Table 5 gives the enrollments by grade since 1973-74. In 1973-74 grade organization included one through eight, and enrollment was 402. In 1978-79 enrollment was 288 in grades one through eight and 368 in prekindergarten through grade eight.

Table 5
ENROLLMENTS IN SAINT PHILIP THE APOSTLE SCHOOL
Saddle Brook, New Jersey
1973-74 through 1978-79

Year	PreK	K	1	2	3	4	5	6	7	8	Total
1973-74	0	0	27	46	41	51	48	61	57	71	402
1974-75	0	27	28	26	40	38	54	47	57	59	376
1975-76	0	19	28	29	29	42	38	53	47	53	338
1976-77	0	26	20	30	28	30	40	37	50	46	307
1977-78	51	27	31	26	34	28	30	45	42	51	365
1978-79	38	42	34	34	33	35	31	36	43	42	368

In addition 130 pupils attend nonpublic schools, elementary and secondary, outside the geographical boundaries of Saddle Brook.

In all, about 18 per cent of the total enrollment, public and nonpublic, attend the nonpublic schools. It is expected that this percentage will continue—17 to 18 per cent attending the nonpublic schools.

Highways

Saddle Brook is on and near major arteries—the Garden State Parkway, Routes 46, 80, 4, and 17. All these major arteries make access to Saddle Brook easy.

Population Mobility

The 1977 population estimate shows a decrease, from 15,975 in 1970 to 14,893 in 1977. Survival ratios are frequently under 100, showing a lack of growth from grade to grade. There is no pattern of inmigration.

Public Utilities

The Township owns and operates its own water supply system and obtains its water from the Hackensack Water Company. Utilities are supplied by the Public Service Electric & Gas Company and the New Jersey Bell Telephone Company.

Future Enrollments

Consideration has been given to the above factors in making estimates of future enrollments.

Kindergarten Enrollments and Births

Table 6 shows the relationship of births and kindergarten enrollments five years later. In the past four years the ratio of enrollment to births has fallen between .60 and .68. In other words, enrollment is less than the number of births five years earlier. Some children are enrolled in parochial school.

Table 6
RELATIONSHIP OF BIRTHS AND KINDERGARTEN ENROLLMENTS
FIVE YEARS LATER, WITH ESTIMATES TO 1982-83
Saddle Brook, New Jersey

Birth Year	Number Born	Kindergarten		
		School Year	Enrollment	Ratio to Births
1969	239	1974-75	175	73
1970	212	1975-76	145	68
1971	191	1976-77	115	60
1972	163	1977-78	111	68
1973	144	1978-79	94	65
		Estimated		
1974	140	1979-80	93	66
1975	137	1980-81	91	66
1976	149	1981-82	99	66
1977	150	1982-83	99	66

Kindergarten enrollments are estimated on a .66 ratio, which is an average of the past four years, through 1982-83. Since births are unavailable beyond 1977, the kindergarten after 1982-83 has been estimated at 100 to 110 pupils. Relationships should continue to be analyzed as new data become available.

Past Enrollments

Table 7 shows the public school enrollments by grade each year since 1974-75. There is a significant decrease in this period, from 3,063 to 2,168—a decline of 895 pupils or of 29.2 per cent. This is an average of 7.3 per cent a year.

Table 7
ENROLLMENTS BY GRADE
Saddle Brook, New Jersey
1974-75 through 1978-79

Grade	1974-75	75-76	76-77	77-78	78-79
K	175	145	115	111	94
1	161	149	145	115	112
2	182	149	134	131	119
3	219	179	129	135	124
4	229	207	143	123	126
5	242	230	176	128	125
6	216	234	201	169	123
7	264	212	219	195	164
8	241	246	211	218	190
Special	19	19	15	14	25
Total K-8	1,948	1,770	1,488	1,339	1,202
9	287	278	237	265	253
10	291	267	249	181	209
11	270	276	232	232	186
12	260	255	229	222	213
Special	7	6	10	10	11
Satellite	0	0	47	54	53
Total 9-12	1,115	1,082	1,004	964	925
Total All Pupils	3,063	2,852	2,492	2,303	2,127*

* Does not include 41 pupils attending vocational school full time.

As pupils in the grades move through school from year to year, changes occur in the grade enrollments resulting from migration, retardation, transfers to and from nonpublic schools, entrance into vocational school, and dropouts or early graduation in the high school. The relationships from one grade to the next are called "survival ratios"; and those figures over 100 represent increases from one grade to the next, while those under 100 represent decreases from one grade to the next. Survival ratios were calculated for each grade to the succeeding grade a year hence. Table 8 shows these ratios since 1974 and those used in making the projections.

Table 8
SURVIVAL RATIOS
Saddle Brook, New Jersey
1974-75 through 1978-79

Year	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
1974-75 to 1975-76	85	93	99	95	101	97	99	94	116	93	95	95
1975-76 to 1976-77	100	90	87	80	85	88	94	100	97	90	87	83
1976-77 to 1977-78	100	91	101	96	90	96	97	100	126	77	94	96
1977-78 to 1978-79	101	104	95	94	102	96	97	98	116	79	103	92
Used in Projections	100	99	99	96	99	96	97	100	116	85	98	95

Estimates of Enrollments

Tables 9 and 10 give the estimates of enrollments by grade and by grade groupings. Estimates show a continuing decline, with total enrollment dropping from 2,168 this year, including pupils in vocational school, to 1,325 in 1988-89. This is a drop of 843 pupils, or of 39 per cent, about 4 per cent per year on the average.

Table 9
ESTIMATES OF ENROLLMENTS BY GRADE
Saddle Brook, New Jersey
1979-80 through 1988-89

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
1978-79	94	112	119	124	126	125	123	164	190	253	209	186	213
1979-80	93	94	111	118	119	125	120	120	164	221	215	205	177
1980-81	91	93	93	110	114	118	120	117	120	191	188	211	195
1981-82	99	91	92	92	106	113	114	117	117	140	163	185	201
1982-83	99	99	90	91	89	105	109	111	117	136	119	160	176
1983-84	100	99	98	90	88	89	101	106	111	136	116	117	152
1984-85	102	100	98	97	87	88	86	98	106	129	116	114	112
1985-86	104	102	99	97	94	87	85	84	98	123	110	114	109
1986-87	106	104	101	98	94	93	84	83	84	114	105	108	109
1987-88	108	106	103	100	94	93	90	82	83	98	97	103	103
1988-89	110	108	105	102	96	93	90	88	82	97	84	95	98

Enrollments for 1978-79 are actual as of the end of September.

Table 10
ESTIMATES OF ENROLLMENTS BY GRADE GROUPINGS
Saddle Brook, New Jersey
1979-80 through 1988-89

Year	K-8	9-12	K-12	Special Ed. Elem.	Special Ed. H.S.	Sat. H.S.	Bergen Tech.	Total	K-6	7-12*
1978-79	1,177	861	2,038	25	11	53	41	2,168	823	1,268
1979-80	1,064	818	1,882	22	10	50	38	2,002	780	1,152
1980-81	976	785	1,761	20	10	48	36	1,875	739	1,070
1981-82	941	689	1,630	19	9	42	33	1,733	707	965
1982-83	910	591	1,501	19	8	36	31	1,595	682	855
1983-84	882	521	1,403	18	7	32	29	1,489	665	770
1984-85	862	471	1,333	18	6	30	27	1,414	658	705
1985-86	850	456	1,306	17	6	30	27	1,386	668	668
1986-87	847	436	1,283	17	6	30	26	1,362	680	633
1987-88	859	401	1,260	18	6	28	26	1,338	694	594
1988-89	874	374	1,248	18	6	28	25	1,325	704	572

Enrollments for 1978-79 are actual as of the end of September.
* Includes Satellite High School.

Special Education

In January, 1979, there were 37 pupils in self-contained units. They were classified as follows: Neurologically impaired - 30; emotionally disturbed - 7. These pupils are housed in four classrooms in the Franklin and Washington Elementary Schools and the High School. Five of these pupils were nonresidents, who attend classes in Saddle Brook under the regional plan. Saddle Brook is a member of Region IV.

Also, 41 pupils are sent out of the district. They are classified as follows: educable mentally retarded, trainable mentally retarded, emotionally disturbed, orthopedically handicapped, auditory handicapped, communication handicapped, and neurologically impaired.

Whenever possible, children are mainstreamed, with supplemental instruction for those with so-called learning disabilities. Speech is offered. A program for the academically and intellectually gifted is also available.

Projections show a decrease in special education enrollments, as enrollments in general go down. If the district were to enroll a greater number of pupils from the Region, however, the enrollments could be larger.

III

SUPPORT FACTORS

Saddle Brook's net school debt is $996,000, as given in the Auditor's Report of July 1, 1977, to June 30, 1978. The per cent of the debt to the average equalized valuation of $313,522,134 is 0.31. This is a low percentage, for Saddle Brook may borrow 4 per cent of its average equalized valuation, or $12,540,885. So, Saddle Brook has borrowing power and has the ability to borrow funds to improve facilities. The district has a sound financial base.

As to support of education, Saddle Brook spends somewhat above the State average per pupil and somewhat below the Bergen County average, as reported in the New Jersey School Boards Association Cost of Education Index. In 1978-79 the district's total current expenditure per pupil is $2,240.54; the State average, $2,149.48; the County figure, $2,467.29.

IV

TRANSPORTATION

Map 1 shows the major highways in and near Saddle Brook. They include the Garden State Parkway, Route 80, and Route 46. Saddle Brook is well served by major roads and is very accessible.

Major Township streets include Saddle River Road, Midland Avenue (north-south) and Pehle Avenue and Market Street (east-west).

Bus and train service is readily available, either in Saddle Brook or in nearby towns.

V

ETHNO-CULTURAL FACTORS

In 1970 almost all the population was classified as white. Ten were classified black and thirty-three as "other." Reportedly no change has occurred. In the schools, as of September 29, 1978, there were none classified as black, 29 as Hispanic, 2 as American Indian or Alaskan Native, and 6 as Asian or Pacific Islander. The rest were classified as white.

Racial balance is not a problem in Saddle Brook.

Table 11
RACIAL AND ETHNIC DISTRIBUTION OF ENROLLMENTS
Saddle Brook, New Jersey
September 29, 1978

School	White	Black	Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander
Franklin	220	0	6	0	5
Long	321	0	3	1	0
Smith	399	0	4	0	0
Washington	241	0	5	1	0
High	913	0	11	0	1
Totals	2,094	0	29	2	6

VI

THE EDUCATIONAL PROGRAM

Enrollments and Grade Organization

Table 12 shows the enrollments and grade organization for 1978-79.

Table 12
ENROLLMENTS AND GRADE ORGANIZATION
Saddle Brook, New Jersey
September 29, 1978

School	K	1	2	3	4	5	6	7	8	9	10	11	12	Sp.	Sat.	Total
Franklin	17	18	23	22	27	18	23	32	36	-	-	-	-	15	-	231
Long	21	32	28	41	36	41	38	47	41	-	-	-	-	-	-	325
Smith	34	35	44	35	41	42	37	57	73	-	-	-	-	-	-	398
Washington	22	27	24	26	22	24	25	28	40	-	-	-	-	10	-	248
High	-	-	-	-	-	-	-	-	-	253	209	186	213	11	-	872
Satellite	-	-	-	-	-	-	-	-	-	-	-	-	-	-	53	53
Totals	94	112	119	124	126	125	123	164	190	253	209	186	213	36	53	2,127

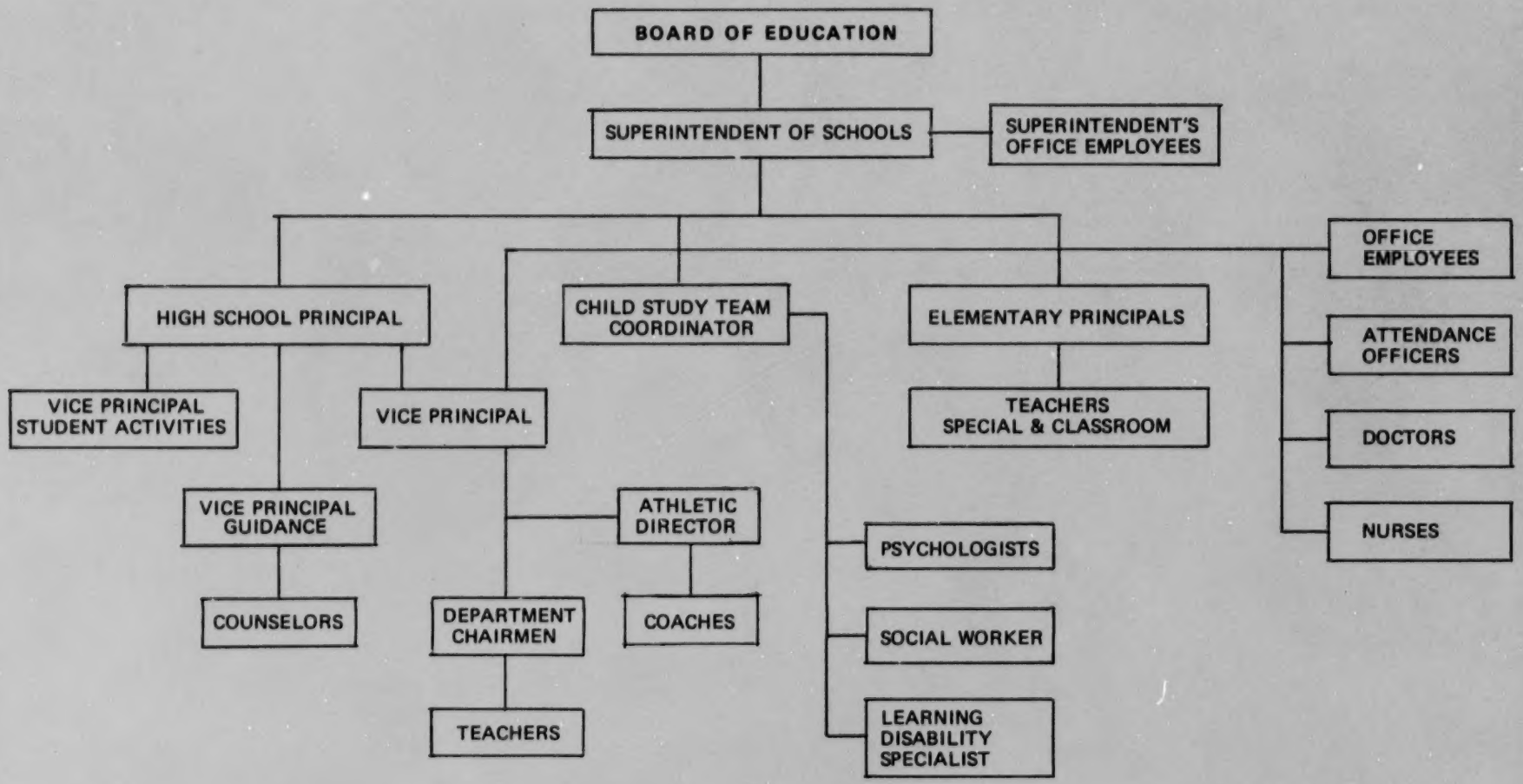
Administration

The chart on the following page shows the administrative structure of the school district.

Educational Goals

The following outcome goals have been developed by the school system as part of the T&E process. They have been adopted by the Board of Education.

ORGANIZATION CHART
SADDLE BROOK PUBLIC SCHOOLS



1. To master the basic communication skills of reading, writing, speaking, listening, and the basic skills related to mathematical computation and problem-solving.

   Ability to comprehend ideas through reading and listening; ability to communicate ideas through writing and speaking; and ability to handle mathematical operations and concepts.

   Master skills in communication, including reading, writing, speaking, and listening; and develop an understanding of mathematical concepts and the ability to perform mathematical operations.

2. To develop a desire for learning and self-development, and to acquire the skills necessary for a lifetime of continuous education and adaption to change:

   Develop intellectual curiosity and eagerness for learning and the ability to sustain learning throughout a lifetime in order to adapt to the new demands and opportunities of a changing world.

   Develop the skills necessary for independent learning; and prepare the individual to become responsive to the needs created and opportunities afforded by an ever-changing social, economic, and political environment.

   Develop a positive attitude toward education and an appreciation of the possibilities for continuous self-development, especially in light of increasing educational and leisure-time opportunities.

3. To master the skills of critical thinking and decision-making:

   Ability to define and analyze problems; locate information; interpret, analyze, and synthesize information; utilize appropriate information and logic in decision-making.

   Capacity for abstract thinking and skill in the logical processes of search, analysis, evaluation, etc.

   Ability to apply rational intellectual processes to the identification, consideration, and solution of problems.

4. To prepare for a career consistent with his/her capabilities, aptitudes, and desires.

   Foster self-understanding and self-direction in relation to occupational/career interests.

   Develop an awareness of opportunities and requirements related to a specific field of work/career; develop abilities and skills needed for immediate employment, if higher education is not pursued after graduation.

Capacity to secure employment/pursue a career commensurate with ability and aspirations and to perform work in a manner that is gratifying to the individual and to those served.

Develop those occupational competencies consistent with his/her interests, aptitudes, and ability which are prerequisite to entry and advancement in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.

5. To develop a positive self-image and to acquire an understanding of and respect for his/her capacities, interests, and aspirations.

Develop self-understanding and self-awareness and a sense of pride in achievements and progress.

Foster self-understanding, self-evaluation, self-direction, and self-development; develop a feeling of positive self-worth, security, and self-assurance.

Develop a positive self-image in order to enhance the individual's ability to effectively determine, understand, and examine his/her own capacities, interests, and aspirations in terms of the needs of society.

Develop a positive self-image within the context of his/her own heritage and within the larger context of the total society.

6. To acquire an understanding of the rights and responsibilities of citizenship in our democratic society and to develop the ability to assume a responsible role in our society:

Acquire an understanding of the values and ethical principles acceptable to our democratic society and develop the ability to apply them to everyday living.

Develop an understanding of and an appreciation for our American heritage; develop loyalty to our democratic ideals; develop an awareness of civic rights and responsibilities.

Develop an understanding of and an appreciation for our basic American institutions and their significance for the individual; develop a reasoned commitment to the values that sustain a free society; develop an understanding of the rights and obligations of citizenship.

7. To acquire basic knowledge and an understanding of the principles pertaining to the physical and biological sciences:

Develop an understanding of the fundamental principles of nature and how these regularities are interrelated within the biological and physical sciences.

Develop awareness of and appreciation for scientific technology and an understanding of the growth, function, and nature of scientific theories and knowledge.

Acquire a substantive body of knowledge related to the physical and life sciences (physics, chemistry, earth science, ecology, biology).

8. To acquire basic knowledge and an understanding of the social sciences, the historical record of human achievement and failure, and contemporary social issues:

Acquire a substantive body of knowledge relating to anthropology, sociology, history, geography, economics, and political science; and develop the ability to constructively examine social institutions, economic systems, and political structures and functions.

Acquire a substantive body of knowledge about the past and the changes that have occurred within social and political structures; and acquire relevant knowledge and an understanding of current social issues, including the universal struggle to attain and maintain the dignity of the individual, the impact of the changing roles and status of women on social institutions, the impact on social institutions resulting from attempts by minority groups to achieve equal rights, and the consequences of increasing energy production with limited resources.

9. To develop the ability and desire to express oneself creatively and to appreciate creativity in others:

Develop an appreciation for beauty in various natural and synthetic forms.

Develop an appreciation for the effective expression of ideas through various media (art, music, literature, etc.).

Develop individual creative talents and an appreciation for the aesthetic expression of others.

Develop creative self-expression and special talents in art, music, literature, writing, foreign language, industrial arts, home economics, science, math, etc.

10. To acquire effective health and safety habits and an understanding of the conditions necessary for physical and mental well-being:

Develop an understanding of the factors and conditions necessary for effective physical and mental well-being; acquire effective safety and health habits.

Acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being.

Foster the achievement of understandings, habits, and attitudes conducive to physical and mental health; an understanding of the health problems caused by drug addiction and other personally harmful activities; an understanding of sound community health practices; and knowledge of safety principles and practices.

Articulation

Articulation is carried out in several ways. Each principal chairs a curriculum committee: mathematics, language arts, science, social studies, and physical education. These committees are made up of teachers from each of the buildings. Meetings are held on a monthly basis, affording the teachers an opportunity to articulate ideas, procedures, and needs concerning the curriculum.

The high school and elementary principals meet on a biweekly basis with the superintendent. Matters pertaining to the overall administration of the buildings are discussed.

Each principal also meets at least once a month with his staff to discuss matters concerning the grade levels and the overall operation of the school.

Teachers working at the same grade level also meet from time to time to discuss matters of importance to their grade level.

At the high school there are team-teaching efforts in language and social studies classes.

Curriculum and Activities in the Teaching-Learning Process

Elementary - Kindergarten-Grade Eight

A program of studies is offered which provides the students with a wide range of learning activities and curricular opportunities. The same program is maintained in each of the schools. Specialists are provided in the areas of art, vocal and instrumental music, physical education, and speech. Following are the approximate weekly time allotments:

Table 13
APPROXIMATE WEEKLY TIME ALLOTMENTS - K-8
Saddle Brook, New Jersey
1978-79

	Grade/Minutes per Week							
Activity	1	2	3	4	5	6	7	8
Opening Exercises	75	75	75	75	75	75	75	75
Reading	260	240	240	200	200	200	200	200
Library	40	40	40	40	40	40	40	40
Language	180	200	200	280	200	200	200	200
Speech	40	-	-	-	-	-	-	40
Spelling	180	150	150	120	80	120	80	40
Handwriting	120	100	100	80	-	-	-	-
Mathematics	225	200	200	200	200	200	200	200
Science	40	100	100	160	200	200	200	200
Social Studies	80	100	100	160	200	200	200	200
Health/Physical Education	200	200	160	160	160	120	120	120
Art	80	80	80	80	80	80	40	40
Music	40	80	80	40	40	40	40	40
Career Awareness	-	-	-	-	-	-	80	80

Language Arts: The purpose of this program is to provide each pupil with a full range of learning experiences which will help develop his/her communication skills: reading, self-expression, understanding and interaction with others, listening and learning to appreciate literature.

The district uses a basal series as its basic reading text. Supplemental texts and paperback books are also used. Phonics is only one of a variety of techniques used to teach reading and spelling.

In both the written and oral areas the emphasis is on teaching the pupil to analyze, explain, and communicate clearly. In addition to traditional

approaches, such as composition and penmanship, other techniques are used, including "show and tell," reports, story-telling and story-writing, and dramatizations.

Pupils are introduced to literature starting at kindergarten, and by sixth grade some are capable of reading, understanding, and reporting on complete novels.

The language arts curriculum is also designed to encourage appreciation and enjoyment of all the arts and the creative efforts of others.

Mathematics: The primary goal is to develop mathematical understanding in pupils. It includes emphasis on the basic skills of computation, acquisition of concepts underlying number relationships, and the ability to solve problems involving number, form, and measurement. The instruction offered from kindergarten on is a continuous, spiraling sequence. The program is differentiated to meet a variety of achievement levels, interest, and ability. The metric system is being introduced at every grade level.

Science: The objectives of the program are to provide knowledge of the fundamental facts and principles of science, understanding of its investigative nature, appreciation of the importance and consequence of scientific contributions and contributors, and the development of the skills and questioning attitudes that are an essential part of the scientific viewpoint. Among the activities, pupils investigate physical properties of liquids and solids, experiment with electricity and magnetism, utilize the microscope, and learn the properties of light.

Social Studies: The objective is to teach pupils to apply problem-solving and critical-thinking skills to social issues and to learn to respect and understand the different concepts and beliefs of individuals and cultures. Map skills are taught throughout the grades. Economics, human relations, American government, world civilizations, and civics are specific areas addressed in the school curriculum.

Art: Art education has two major aspects: to foster pupils' interest in art appreciation and to develop the artistic and technical skills necessary to create art. All pupils have art under the direction of an art specialist and some additional art experiences integrated into the regular curriculum.

Music: The basic objective is to provide appreciation of vocal and instrumental music and to afford each pupil an opportunity to participate in music experiences individually or as part of a group. The vocal/general music curriculum includes singing, reading, listening, and performing. Beginning in fourth grade pupils may elect to study string, wind, reed, percussion instruments. Choral specialists meet with groups. Instrumental specialists provide individual, small ensemble, and large-group performing experiences.

Physical Education: Each elementary school has a physical education program designed to promote physical growth, skill development, and recreational interests and activities for each pupil. Physical education specialists meet with pupils. The classroom teacher and school nurse supplement the services of the physical education specialist.

High School

Table 14 lists the high school courses.

Table 14
HIGH SCHOOL COURSES
Saddle Brook, New Jersey

Course	Course	Course
ENGLISH	MATHEMATICS (continued)	BUSINESS (continued)
English I*	Calculus	Touch Shorthand
English II*	Matrix Algebra	Bookkeeping I
English III*	Probability & Statistics	Bookkeeping II
English IV*	Analytic Geometry	Bookkeeping III
Creative Writing	Foundations of Geometry	Data Processing I
Drama	Mathematical Logic	Data Processing II
Enriched Reading		Labor & Management
Film Making	SCIENCE**	Business Law
Journalism	Earth Science	Merchandising (DEI)
Public Speaking	Biology	Economic Geography
Reading 9*	Chemistry	Consumer Education
	Physics	Salesmanship
LANGUAGE	Physiology	Secretarial/Clerical Practice
Latin I	Photography	Economics
Latin II	Advanced Chemistry	
Latin III		ART
Latin IV	SOCIAL STUDIES	Art I
French I	United States History I*	Art II
French II	United States History II*	Advanced Art I
French III	World Civilization*	Advanced Art II
French IV	Humanities	Ceramics & Sculpture
Spanish I	Human Relations	Painting I
Spanish II	International Affairs	Painting II
Spanish III	Economics	Contemporary Crafts
Spanish IV	American Government	
	Community Resources	MUSIC
MATHEMATICS**	Newspaper in Classroom	Band
General Math I	Urban Affairs	Vocal Ensemble S&A
General Math II		Vocal Ensemble T&B
Shop Math	BUSINESS	Music Theory
Algebra I	General Business	Music Appreciation
Geometry	Business Mathematics	Choraleers
Algebra II	Personal Typing	
College Prep Math I	Advanced Typing	HOME ECONOMICS
College Prep Math II	Notehand/Typing	Foods I
College Prep Math III	Typing I	Foods II
Enriched Algebra I & II	Typing II	Foods III
Enriched Algebra II & Geometry	Shorthand I	Clothing I
Advanced Math	Shorthand II	Clothing II

Course	Course	Course
HOME ECONOMICS (continued)	INDUSTRIAL ARTS (continued)	MISCELLANEOUS OTHER
Clothing III	Metal I	Driver Education Behind-the-Wheel
Clothing IV	Metal II	Driver Education Classroom Theory
Child Care & Development	Mechanical Drawing I	Vocational Exploration
Family Living	Mechanical Drawing II	Guidance Work Experience (volunteer)
Housing & Home Design	Advanced Drawing	Satellite Program
	Architectural & Interior Design	
INDUSTRIAL ARTS	Electricity	
Exploratory Shop	Graphic Arts	WORK-STUDY PROGRAMS
Wood I		Cooperative Industrial Education
Wood II	PHYSICAL EDUCATION & HEALTH 9-12*	Distributive Education
Power I		Office Education
Power II		

* Required.
** One year each required.

The satellite school in Paramus provides three hours of instruction daily in a laboratory/shop situation. Students in grades ten through twelve are eligible. An exploratory program is provided at tenth grade so a student will have the opportunity to learn specific information about a vocation prior to concentrating in one field. Course offerings are based on the "Cluster Concept" and the offerings are, in most cases, aligned to the results of the Vocational Interest Survey taken in the local high schools in 1972. The concept is one in which students have a flexibility in specialization in a given occupational area, instead of a specific commitment to a shop, at the eleventh grade.

Pupils attend the satellite school for half a day, receive their academic courses and participate in athletic and extracurricular activities at their local high school.

Interdisciplinary Activities

With the exception of the T4C Program, which infuses a "hands on" approach in all subject matter areas, interdisciplinary activities vary in the elementary

schools. For the most part, these activities are dependent upon individual staff characteristics and professional expertise. In the high school these activities are accomplished through the American Studies course, the English/language department, and in the arts area.

Class Size

Class size in the elementary schools is shown in the following table. Board of Education policy prohibits elementary grades from exceeding 30 students. In grades one through three, if a class exceeds 25 students, a teacher aide can be employed.

Table 15
AVERAGE CLASS SIZE - ELEMENTARY SCHOOLS
Saddle Brook, New Jersey
1978-79

	Grade/Average Class Size										
School	K	1	2	3	4	5	6	7	8	Sp.	1-8
Franklin	17.0	18.0	23.0	22.0	27.0	18.0	23.0	16.0	18.0	7.5	19.9
Long	21.0	16.0	28.0	20.5	18.0	20.5	19.0	23.5	20.5	-	20.3
Smith	17.0	17.5	22.0	17.5	20.5	21.0	18.5	28.5	24.3	-	21.4
Washington	22.0	27.0	24.0	26.0	22.0	24.0	25.0	28.0	20.0	10.0	25.0
Totals	18.8	18.7	23.8	20.7	21.0	20.8	20.5	23.4	21.1	8.3	21.2

At the high school, class sizes vary depending upon the subject. Required courses rarely exceed 25 students.

Class size is low.

The number of professionals per 1,000 is also good, at 80.4.

Table 16 gives average class sizes in the high school.

Table 16
AVERAGE CLASS SIZE - HIGH SCHOOL
Saddle Brook, New Jersey

Subject	Average Class Size
Business*	17.2
Cultural Arts**	15.9
Language Arts	17.0
Mathematics/Science	20.9
Foreign Languages	17.9
Social Studies	19.4
Physical Education & Health	25.0
Special Education	5.5

* Includes home economics.
** Includes music, fine arts, and industrial arts.

Use of the Media

Each school provides library services to all grade levels on a weekly basis. Long and Smith Schools have media centers which are supervised by the librarian and classroom teacher. Media center materials may also be used in the classroom. All schools have professional libraries.

Each school has a bibliography of audiovisual software and a satisfactory variety of related equipment. The district is a subscriber to the WNET/Channel 13 program. Television sets are adequately available for classroom viewing purposes. The district subscribes to the County Film Library.

Co-Curricular Activities

Co-curricular activities are widespread throughout the district. These include subject-matter help by teachers, intramurals, cultural arts, and a variety of clubs, student government, and varsity sports.

Pupil Personnel Services

Health

Smith and Long Schools are each serviced by a full-time nurse. Franklin and Washington Schools share a full-time nurse. In addition to handling everyday nursing problems at their stations, each works with the classroom teacher in instructing the students in pertinent health areas.

Guidance

Two full-time guidance counselors, working under the direction of building principals and the district director of guidance, provide for elementary school counseling needs. Smith and Washington Schools share a counselor, while Long and Washington share another. Guidance offices are provided in each of the schools. Services include individual and group counseling, high school scheduling, career education instruction in the seventh grade, and student testing. The high school has a guidance director and four full-time counselors.

Psychological and Social Services

A district child study team provides psychological and social services to all pupils. The services are conducted primarily on a referral basis. Staffing includes two psychologists, two learning disability specialists, a social worker, and a director. The team office is housed at Smith School.

Remedial and Supportive Instruction

Each school is serviced by a full-time reading reinforcement teacher. Part-time supplemental teachers, who work primarily with classified "regular" class students having very basic learning needs, also provide services in each school.

State Compensatory Education teachers offer remedial mathematics and language instruction at each school. SCE funding has also financed an Early Training program for kindergarten and first grade students throughout the district.

The early training program focuses on readiness prerequisites to learning. A Title I program offering remedial mathematics and communication skills is operated at Smith, Washington, and Franklin Schools. A bilingual education teacher is available to each school on a student-need basis. Teachers participating in all SCE and Titie I programs are employed on a part-time basis.

Speech

The district has two speech therapists who serve all schools. Speech therapy, readiness for kindergarten and first grade students, and a communication skills program for eighth grade students are provided.

Provision for Students with Special Needs

The elementary schools currently house three classes for students with special education needs. An upper-grade class for neurologically impaired students and an intermediate class for emotionally disturbed students are located in Franklin. A primary class for neurologically impaired students is housed in Washington School's portable classroom. A program for artistically and intellectually gifted and talented students was begun this school year and is operated in each of the elementary schools. Primary grade children are transported to Smith School for weekly instruction.

In the high school, in addition to one special education class, there are the following programs: compensatory education, supplemental instruction, reading, remedial mathematics, and tutorial.

Community Use of Schools

The elementary schools accommodate a wide variety of community activities, including Parent Teacher Associations, Scouting, and Township-sponsored recreation activities.

At the high school there is an adult education program operating; also a recreation program, which utilizes the gymnasium and cafeteria. Courses in the adult program include arts and crafts, business and technical, a variety of college courses, cooking, home repairs, health and recreation, languages, music and dance, psychology, self-defense, preschool, and high school equivalency.

Food Services

Open lunch programs, which allow students to have lunch either at school or at home, are in operation at each elementary school. Each school provides hot lunch daily. Children are also permitted to stay for cold lunch brought from home. Smith uses its cafeteria for hot lunch and its all-purpose room for cold lunch. At Washington the all-purpose room is used for both hot and cold lunch. At Long and Franklin hot and cold lunch are provided for in the same cafeteria.

At the high school there are two cafeterias, and food is prepared at the school. A light breakfast is available in the morning and a snack at the end of the school day.

Transportation

The district provides transportation to the Satellite School, Bergen County Vocational/Technical, special education pupils inside and outside the district, field trips upon request, and athletic events. A total of 152 pupils were transported regularly as of December 31, 1978. Gifted primary students are also transported weekly to Smith School for instruction.

VII

EXISTING FACILITIES

Saddle Brook has six public schools: four elementary schools for kindergarten through grade eight and a high school for grades nine through twelve. There is also a small building, once an elementary school, now used for an alternative high school program. There are special education classes at the elementary and secondary levels. Descriptions of the schools and site and floor plans follow. Tables giving the capacity of each school and the educational and physical evaluations are in the Appendix. Table 17 gives some selected characteristics of the schools.

Table 17
SELECTED CHARACTERISTICS OF SCHOOLS
Saddle Brook, New Jersey

School	Site Size (acres)	Date of Original Construction	1978-79 Enrollment	Capacity*	Evaluation	
					Educational	Physical
Franklin	4.812	1930	231	306	522	678
Long	2.340	1961	325	365	520	839
Smith	10.000	1950	398	451	575	678
Washington	3.920	1924	248	195	477	690
High	18.120	1958	925	1,063	699	816
Coolidge	0.850	1920	20	20	295	448

* Relocatable classrooms not included.

Franklin Elementary School

Site Size:	4.812 acres
Dates of Construction and Addition:	1930, 1961
Grades Housed:	K-8, special education
Enrollment 1978-79:	231
Capacity:	306
Educational Evaluation:	522
Physical Evaluation:	678

The school site is under the State standard, but has a satisfactory play area. Onsite parking for the staff exists. Paved play areas need repaving, and the turf area needs grading and seeding. The retaining wall at the rear of the school requires repair.

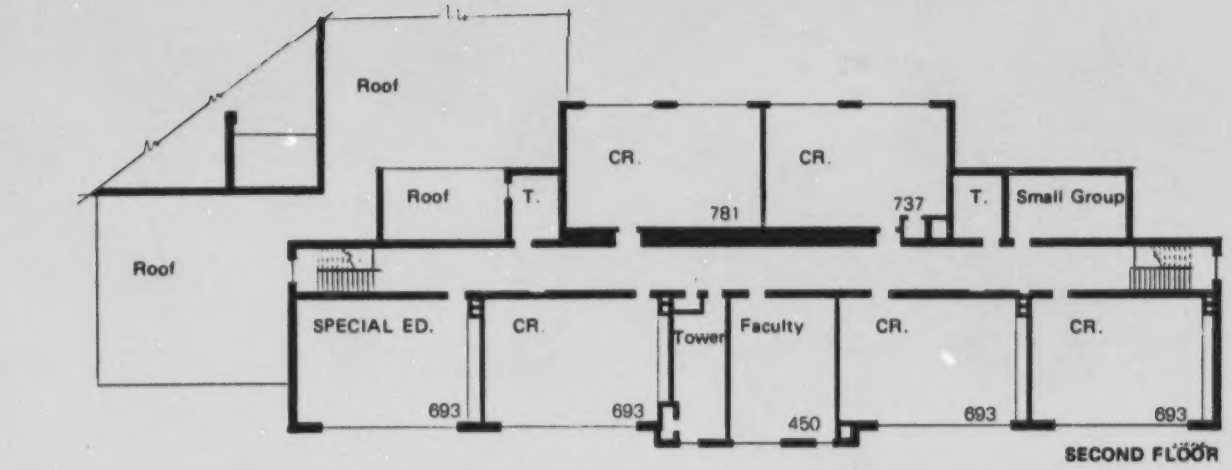
The original building is almost 50 years old and is in need of further renovation. The electrical system needs upgrading to provide a power increase. An intercom system and emergency lighting should be installed. Drop ceilings are needed in the original building to improve acoustics and conserve energy. Repairs are required to the front stairway, the roof, and pupil toilets. Heating is uneven, and the system should be improved.

Classroom facilities are generally satisfactory. Some have worksinks. All have fluorescent lighting.

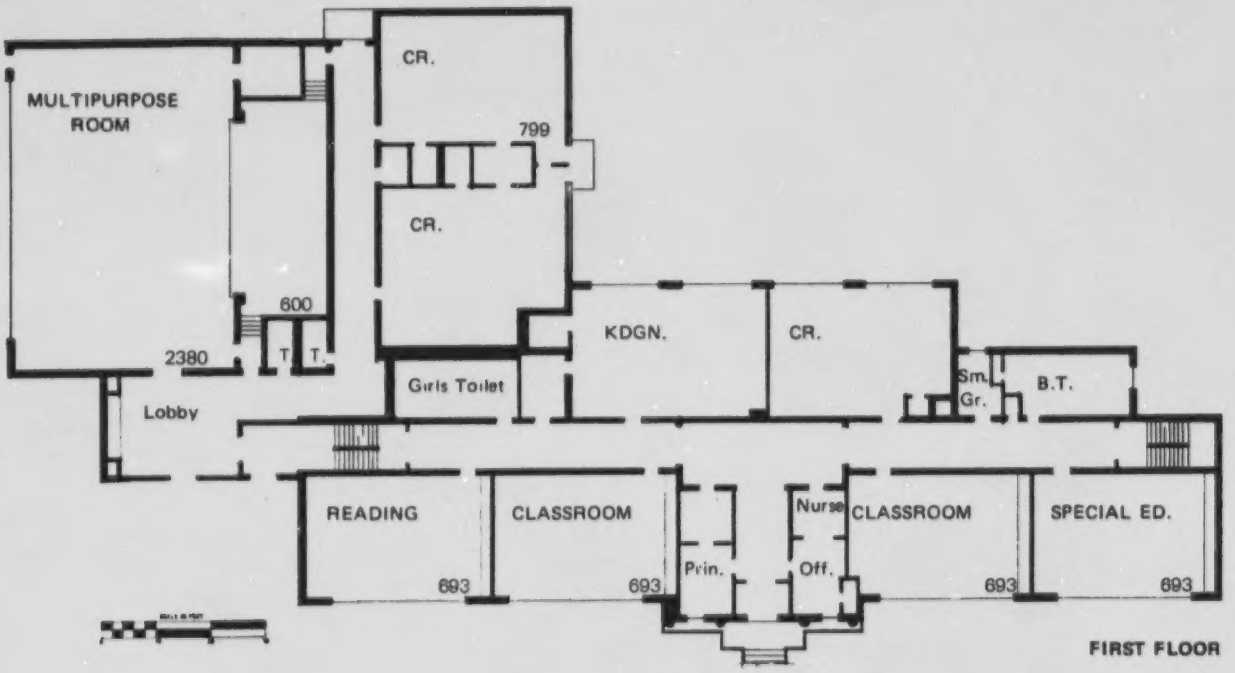
Central facilities are generally unsatisfactory, particularly for students in grades six through eight. There is a small multipurpose room, but no proper gymnasium nor locker and shower facilities. There are no shop nor home economics room and, of course, no related programs. The library is very small, 481 square feet, and in the basement. Art and music rooms are also too small. The science room is inadequate and not fully equipped.

There are no provisions for the physically handicapped.

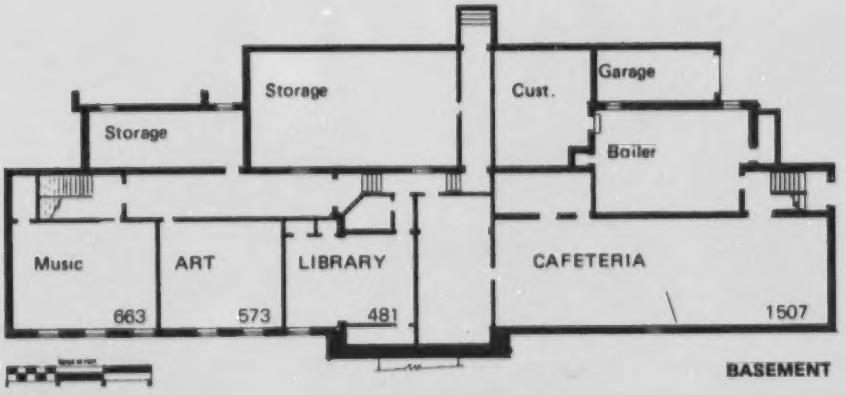
SITE PLAN – FRANKLIN SCHOOL
SADDLE BROOK, NEW JERSEY



SECOND FLOOR



FIRST FLOOR



BASEMENT

FLOOR PLAN – FRANKLIN SCHOOL
SADDLE BROOK, NEW JERSEY

Long Memorial Elementary School

Site Size:	2.34 acres
Date of Construction:	1961
Grades Housed:	K-8
Enrollment 1978-79:	325
Capacity:	365
Educational Evaluation:	530
Physical Evaluation:	839

Long's site is small. The paved play area has recently been resurfaced. There are an outdoor basketball court and play equipment. Onsite parking is satisfactory. More turf area would be desirable.

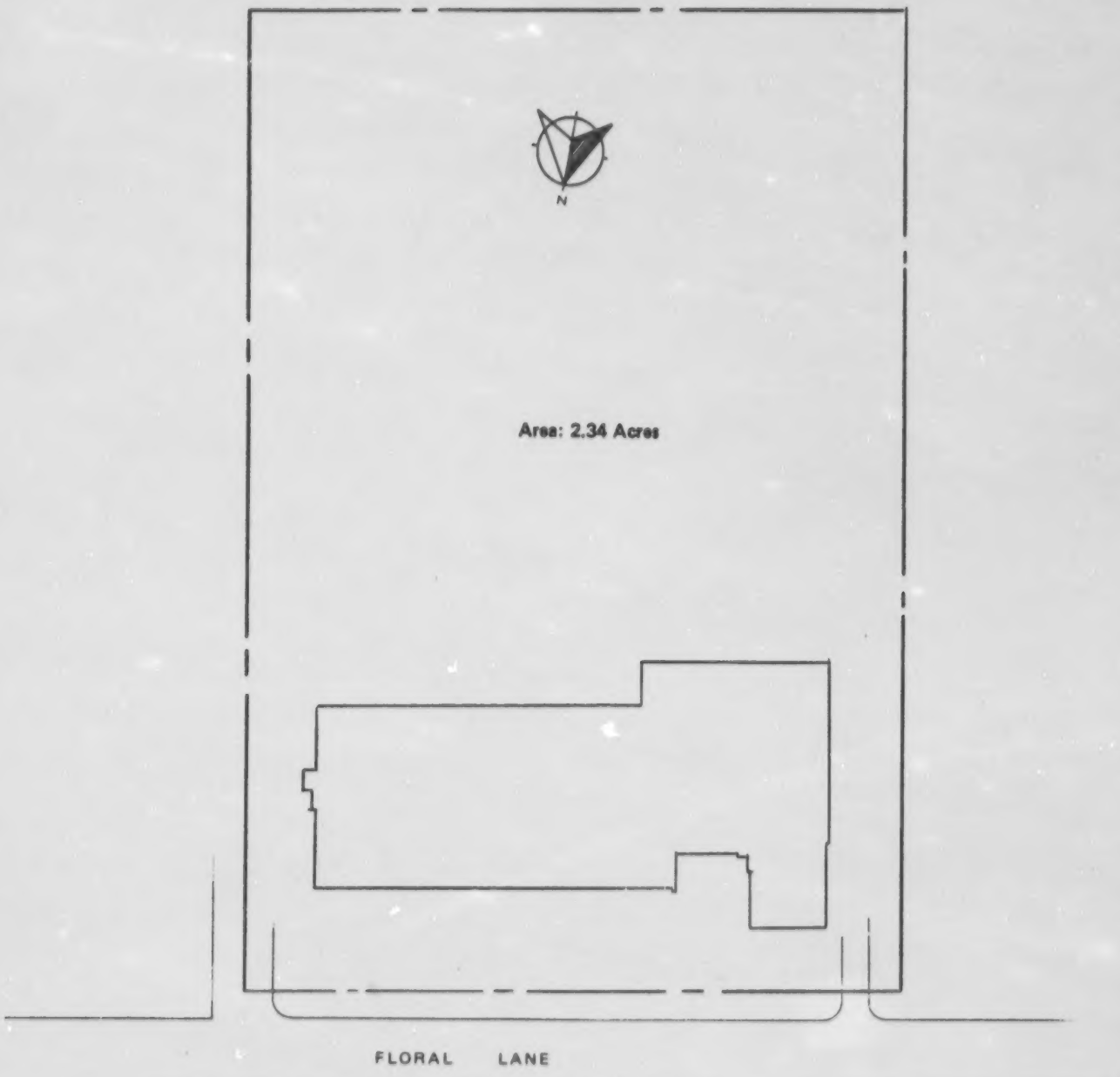
This building is relatively new and is in generally good physical condition. There is only one boiler; a second one should be considered. Heating is uneven, and the system needs improving. Emergency lighting should be installed.

Classrooms are satisfactory, though small at the primary level. They have fluorescent lighting, worksinks, and ventilation systems.

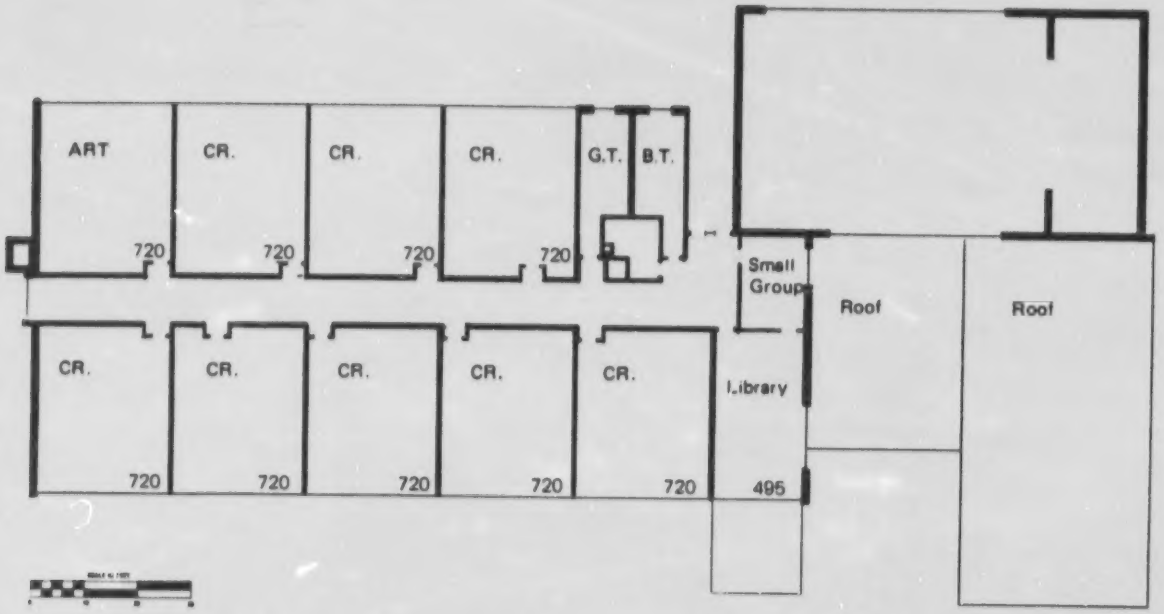
Central facilities are generally unsatisfactory, particularly for students in grades six through eight. There is a multipurpose room, small in size, but not a proper gymnasium nor locker and shower facilities. There are no home economics room nor shop and, of course, no related programs. The library is very small, 495 square feet. The science room is inadequate and not fully equipped. There is no music room; vocal music is taught in the classrooms.

There are no provisions for the physically handicapped.

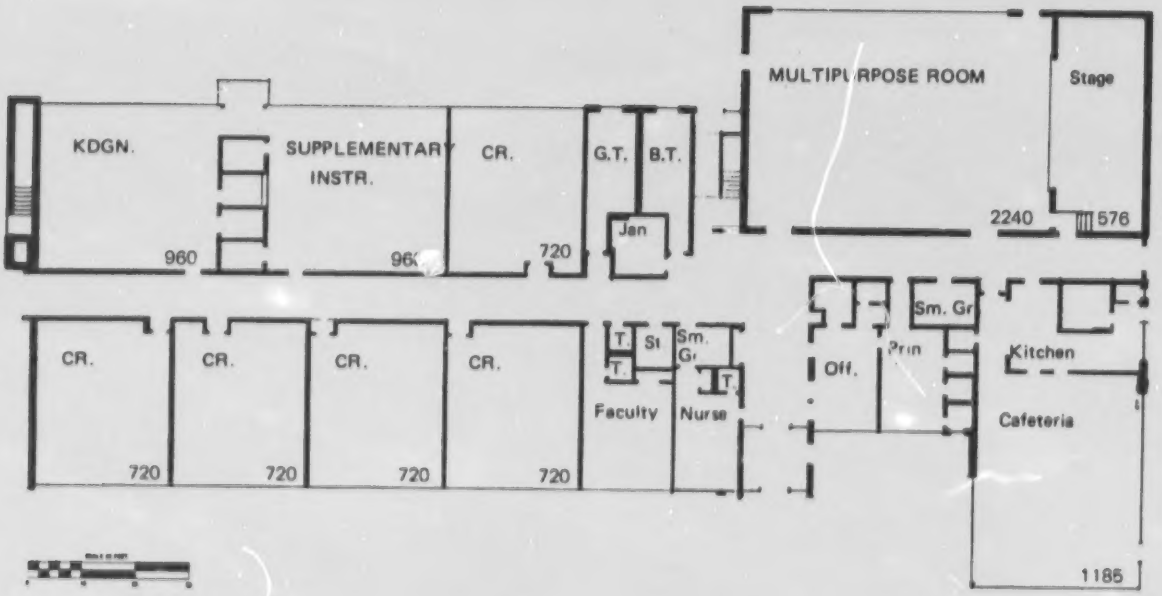
The art room is a standard classroom and somewhat small. The cafeteria is satisfactory in size.



SITE PLAN – LONG MEMORIAL SCHOOL
SADDLE BROOK, NEW JERSEY



SECOND FLOOR



FIRST FLOOR

FLOOR PLAN – LONG MEMORIAL SCHOOL
SADDLE BROOK, NEW JERSEY

Smith Elementary School

Site Size:	10.0 acres
Dates of Construction and Addition:	1950, 1952
Grades Housed:	K-8
Enrollment 1978-79:	398
Capacity:	451
Educational Evaluation:	575
Physical Evaluation:	678

Smith's site is the largest of the elementary schools. There are two ball fields and play equipment. There is onsite parking for the staff. The fields are now being improved—graded and seeded.

The roof on this 29-year-old building has been repaired, but will no doubt need replacement soon. The electrical system may need upgrading to provide additional power. Drop ceilings should be considered for the whole building to improve acoustics and conserve energy. The old metal windows need caulking. Heat is uneven and needs correcting. Emergency lighting should be installed. An intercom system would be highly desirable.

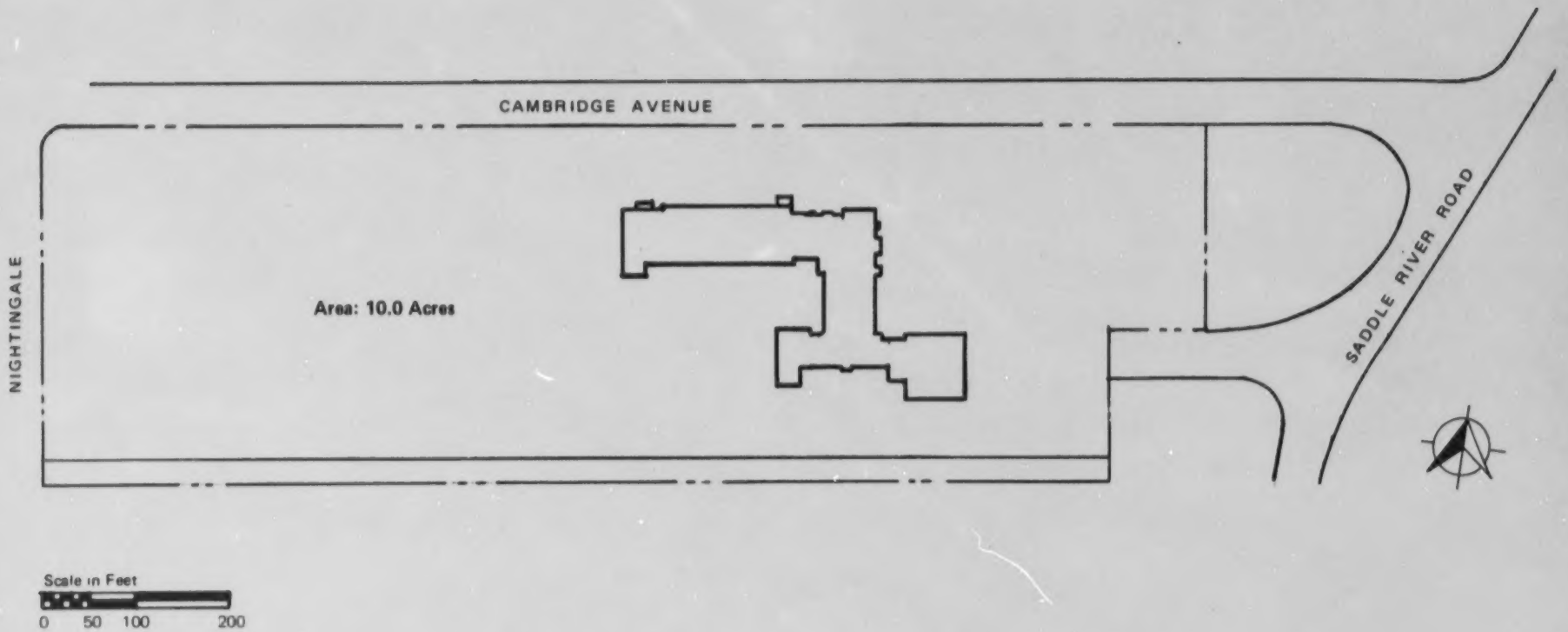
Classrooms are generally satisfactory, though small at the primary level. Some have sinks. The kindergarten should have a carpeted section.

Central facilities are generally unsatisfactory, particularly for students in grades six through eight. There is a multipurpose room, but not a proper gymnasium nor auditorium. Locker and shower facilities are lacking. There are no home economics or shop facilities and, of course, no related programs. There is no special music room. The music teacher travels from classroom to classroom. The science room is inadequate and not fully equipped.

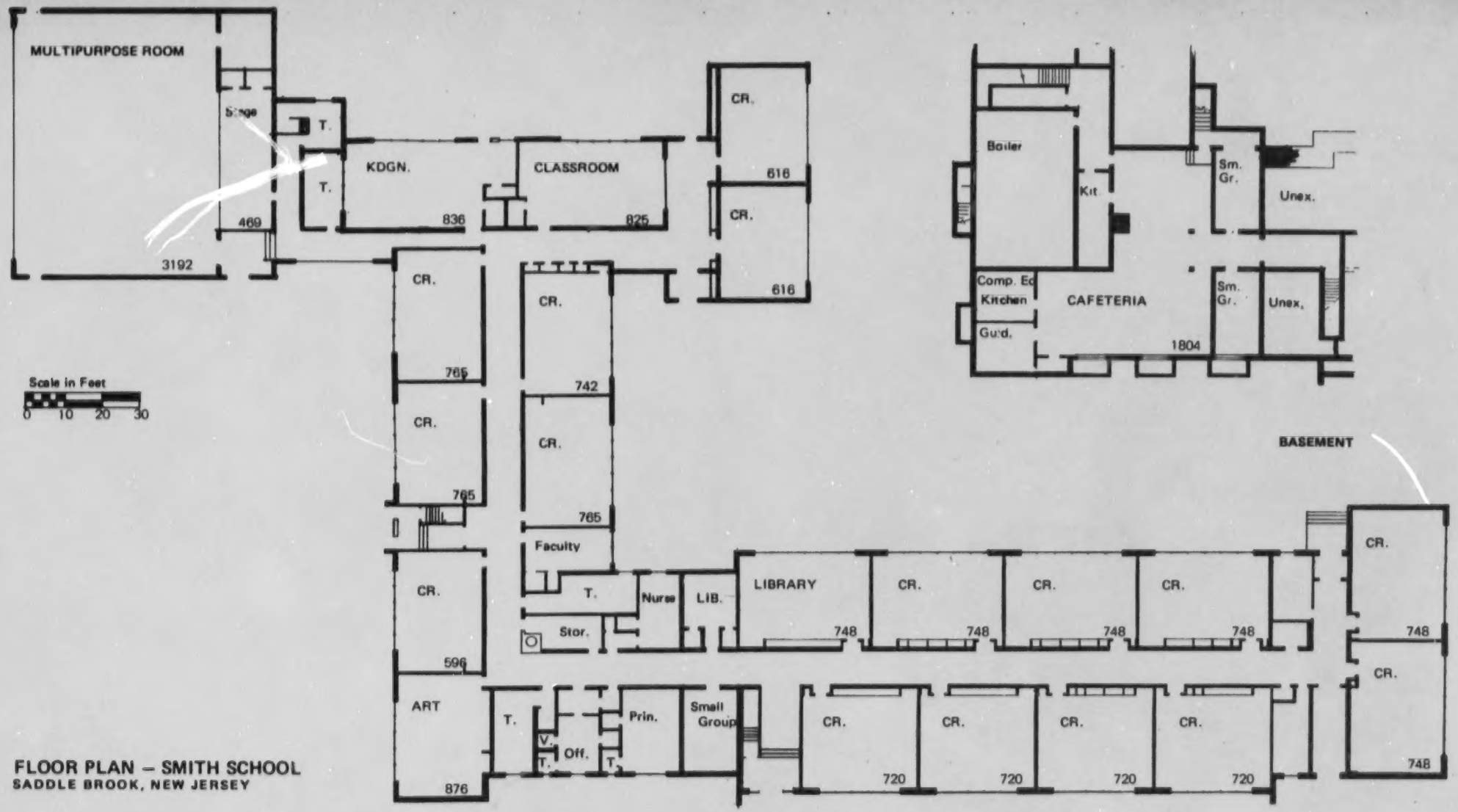
There are no provisions for the physically handicapped.

The library is small—950 square feet. It has carpeting. The art room has a double sink.

There are three relocatables on the site—two used by the child study team as offices and one used for the districtwide gifted program. They are not included in capacity.



SITE PLAN – SMITH SCHOOL
SADDLE BROOK, NEW JERSEY



FLOOR PLAN – SMITH SCHOOL
SADDLE BROOK, NEW JERSEY

Washington Elementary School

Site Size:	3.92 acres
Date of Construction:	1924
Grades Housed:	K-8, special education
Enrollment 1978-79:	248
Capacity:	195
Educational Evaluation:	477
Physical Evaluation:	690

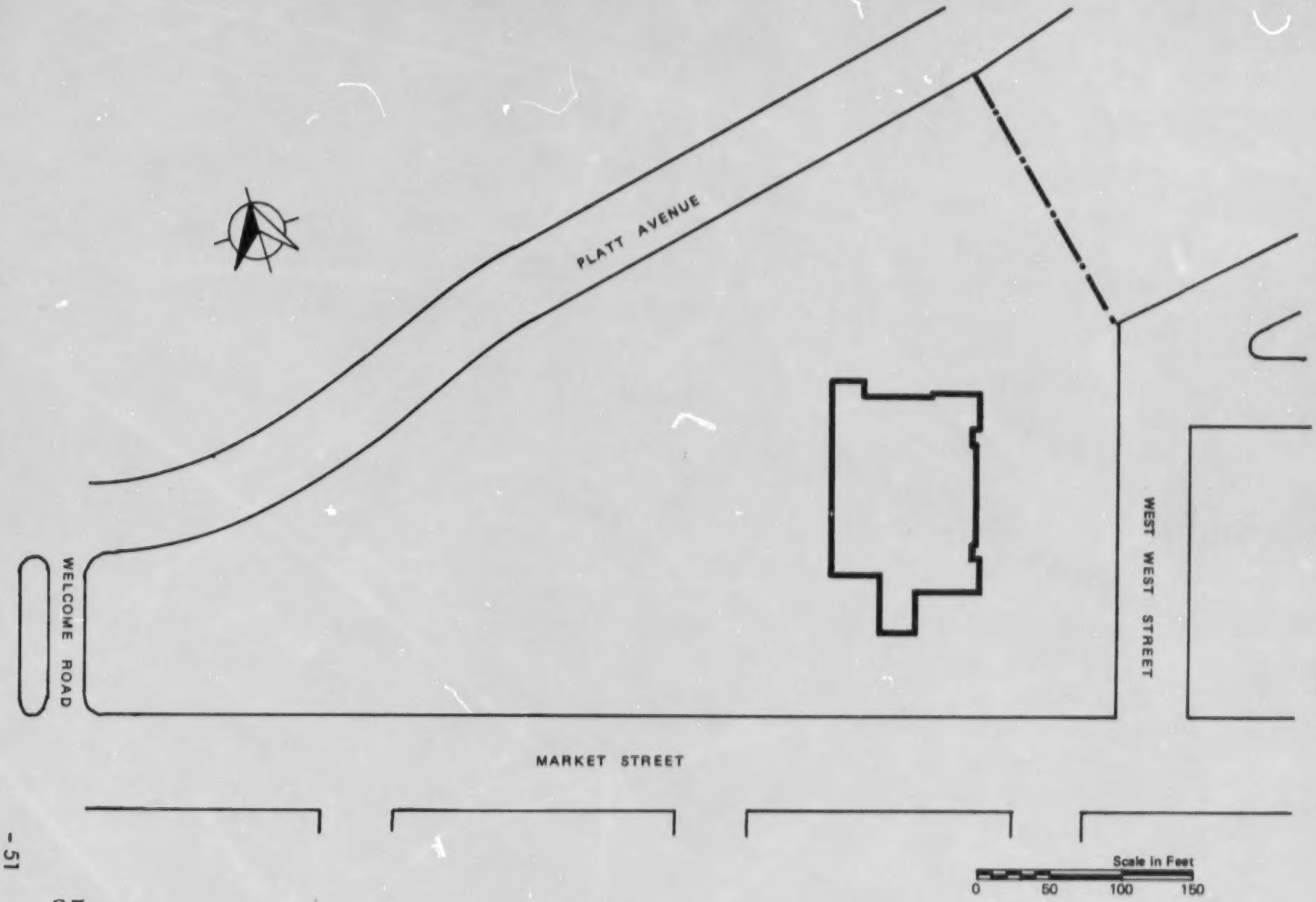
The site is small. The turf field has recently been graded and seeded. There is also a paved play area. Staff parking on site is satisfactory.

Generally, the building for its age is in satisfactory condition. Drop ceilings should be installed to improve acoustics and conserve energy. Heating is uneven and needs improvement. Emergency lighting should be installed. An intercom system would be desirable. Carpeting would improve acoustics and, of course, the appearance of the classrooms.

Classrooms are small. They have no worksinks. They do have fluorescent light and are satisfactorily equipped.

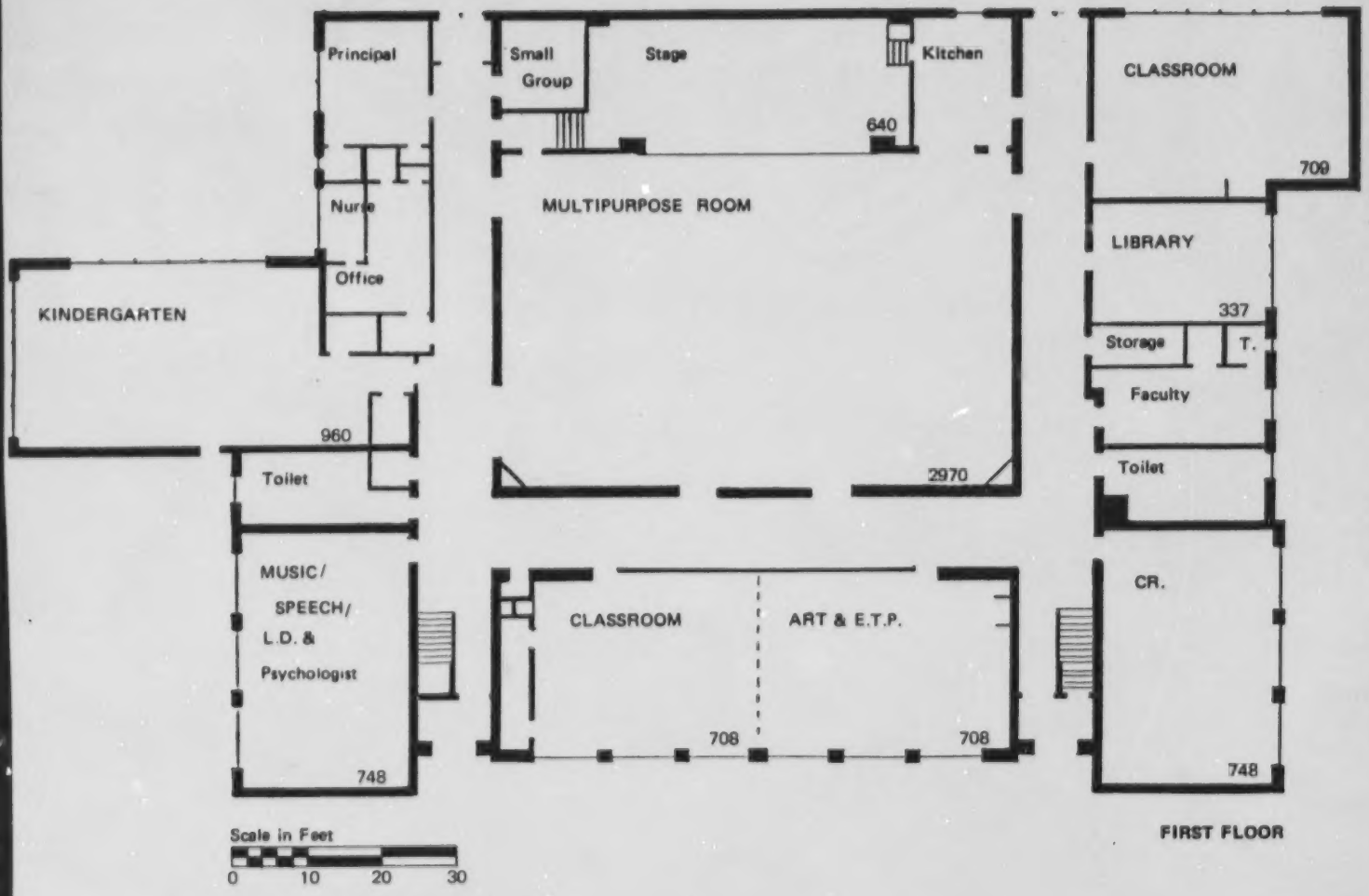
Central facilities are generally unsatisfactory, particularly for students in grades six through eight. There is a multipurpose room, but not a proper gymnasium nor locker and shower facilities. There are no home economics and shop and, of course, no related programs. The library is very small, 337 square feet. The art and music rooms are also rather small. The art room has no sink. The science room is inadequate and not fully equipped. There are no provisions for the physically handicapped. The nurse's room is very small and needs improvement.

In this school there is no separate cafeteria. Pupils eat in the multipurpose room or in the gymnasium and auditorium. A conflict in scheduling will, of course, occur.

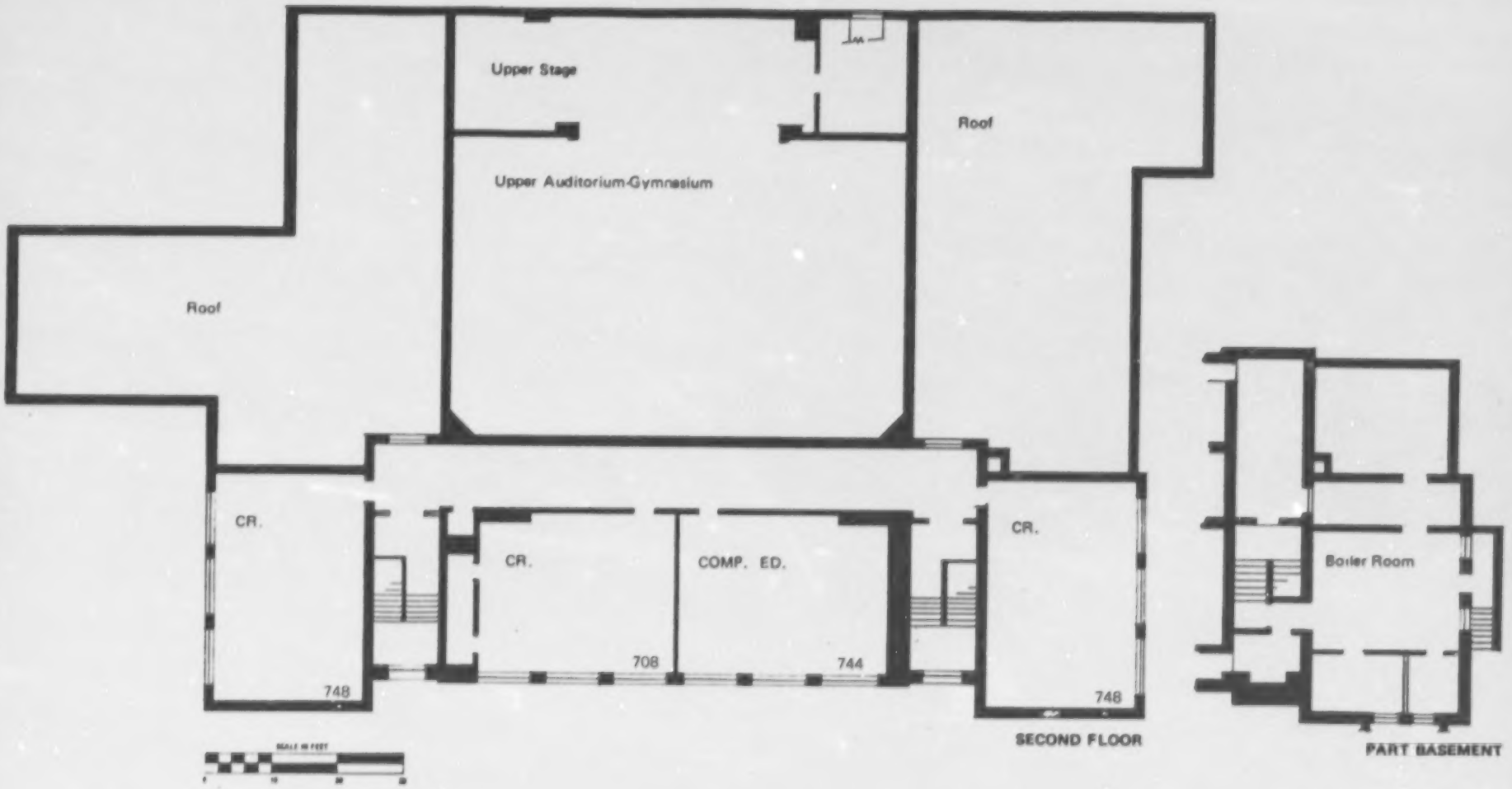

PLATT AVENUE
WELCOME ROAD
WEST WEST STREET
MARKET STREET
Scale in Feet
0
50
100
150

65

66



FLOOR PLAN – WASHINGTON SCHOOL
SADDLE BROOK, NEW JERSEY



I-53

FLOOR PLAN – WASHINGTON SCHOOL
SADDLE BROOK, NEW JERSEY

Saddle Brook High School

Site Size:	18.12 acres
Dates of Construction and Addition:	1958, 1964
Grades Housed:	9-12, special education
Enrollment 1978-79:	925
Capacity:	1,063
Educational Evaluation:	699
Physical Evaluation:	816

The high school athletic fields for track and football are at present being redeveloped. When completed, they should be satisfactory. Across Mayhill Street are Township tennis courts which are used by the high school. There is also a paved basketball court here. Onsite parking is satisfactory for the staff.

The general condition of this fire-resistive structure is good. Some student lockers are dented. Lockers in the boys' locker room are at present being replaced. The roof will no doubt need attention soon. There is at least one leak, and it is over 20 years old on the original building. Ceilings in corridors and noticeably in the room which contains the universal gym need repair. More emergency lights are needed.

Classrooms are satisfactory. They are somewhat above the acceptable size of 650 square feet.

Offices are satisfactory. The health room is a good space, with two cot rooms, two toilets, and sinks. The gymnasium is somewhat small for a high school. An auxiliary gym for wrestling and gymnastics is needed. A standard classroom is now being used to house a universal gym set. This is unsatisfactory.

Apparent needs include:

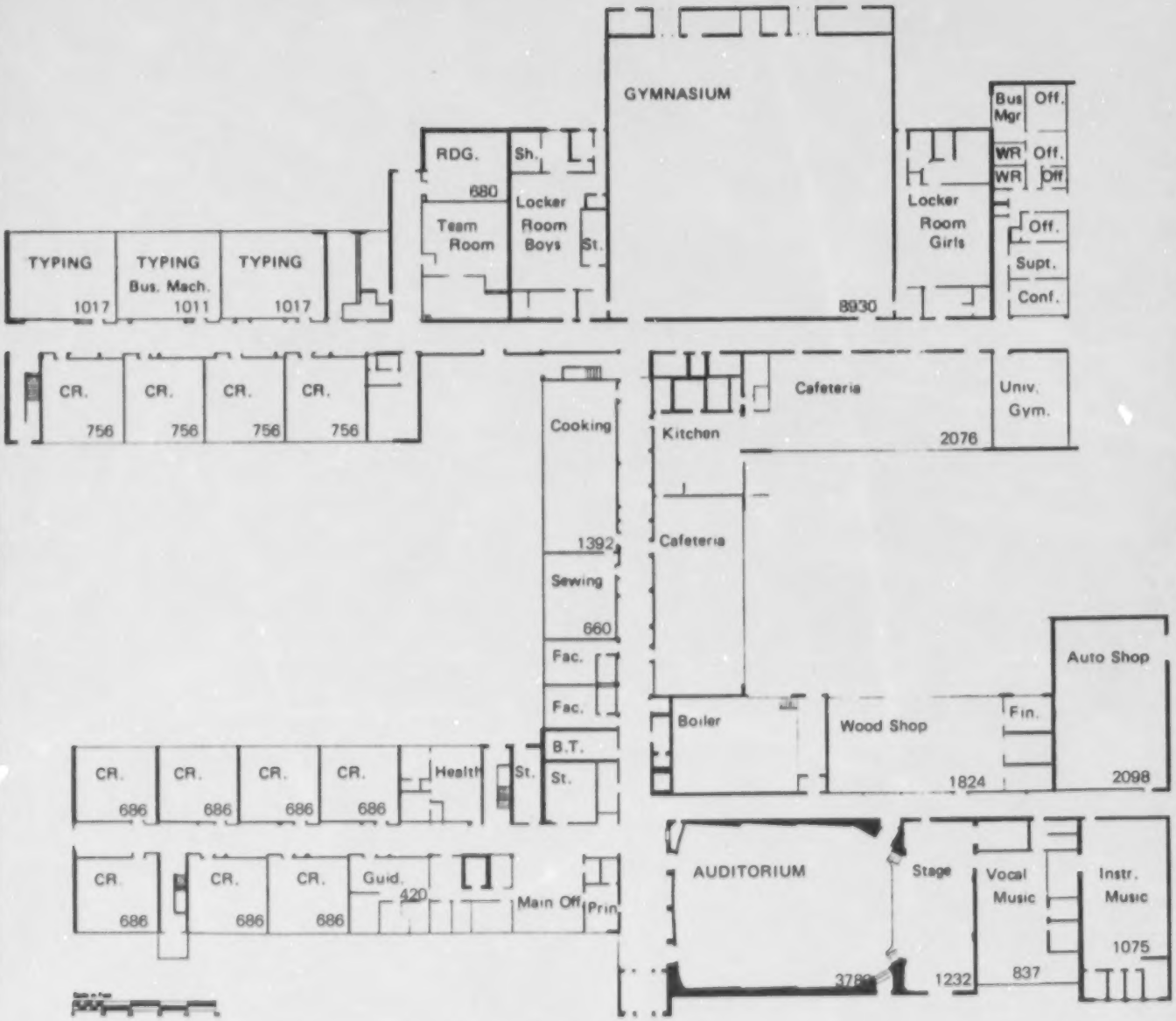
The auxiliary gymnasium
Expanded instrumental music room
Additional small group rooms for speech, testing, conference, etc.
Departmental office space
Expanded library; carpeting should be added
Additional storage space for physical education

Completion of the athletic fields
Expanded team facilities; a fieldhouse should be considered
Graphic arts shop
Provisions for the physically handicapped—elevator, toilets

As enrollments go down, it will be possible to accomplish conversion within the building. A classroom might be converted to departmental offices. Another might be used for vocal music and the wall taken down between the existing music rooms to create a larger band room. With the installation of a wall a classroom might be made into two small group rooms.

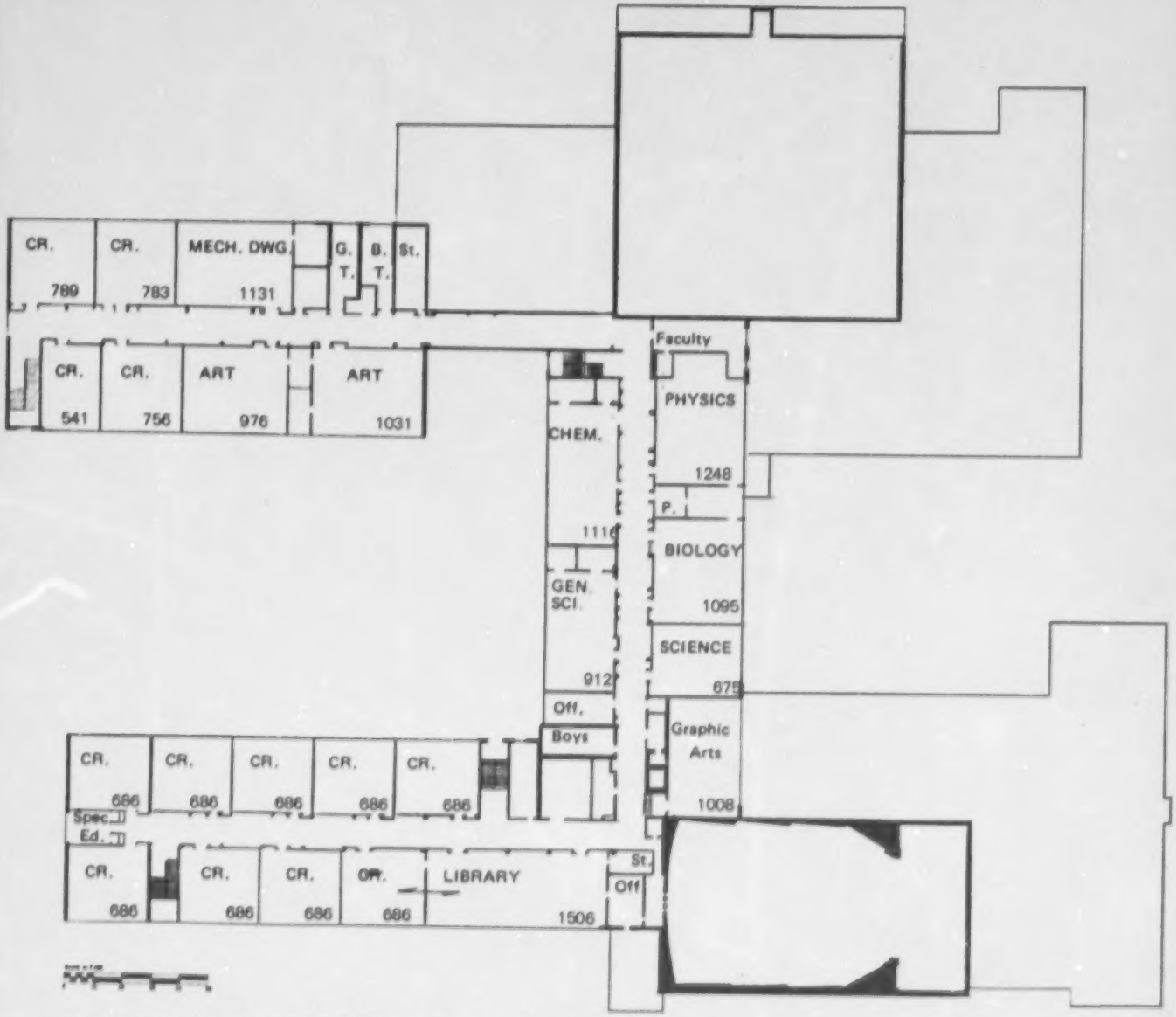
Consideration should be given to construction to accomplish expanded team facilities, an auxiliary gymnasium, and a shop for the graphic arts.

SITE PLAN – SADDLE BROOK HIGH SCHOOL
SADDLE BROOK, NEW JERSEY



FIRST FLOOR

FLOOR PLAN – SADDLE BROOK HIGH SCHOOL
SADDLE BROOK, NEW JERSEY



FLOOR PLAN — SADDLE BROOK HIGH SCHOOL
SADDLE BROOK, NEW JERSEY

SECOND FLOOR

Coolidge School

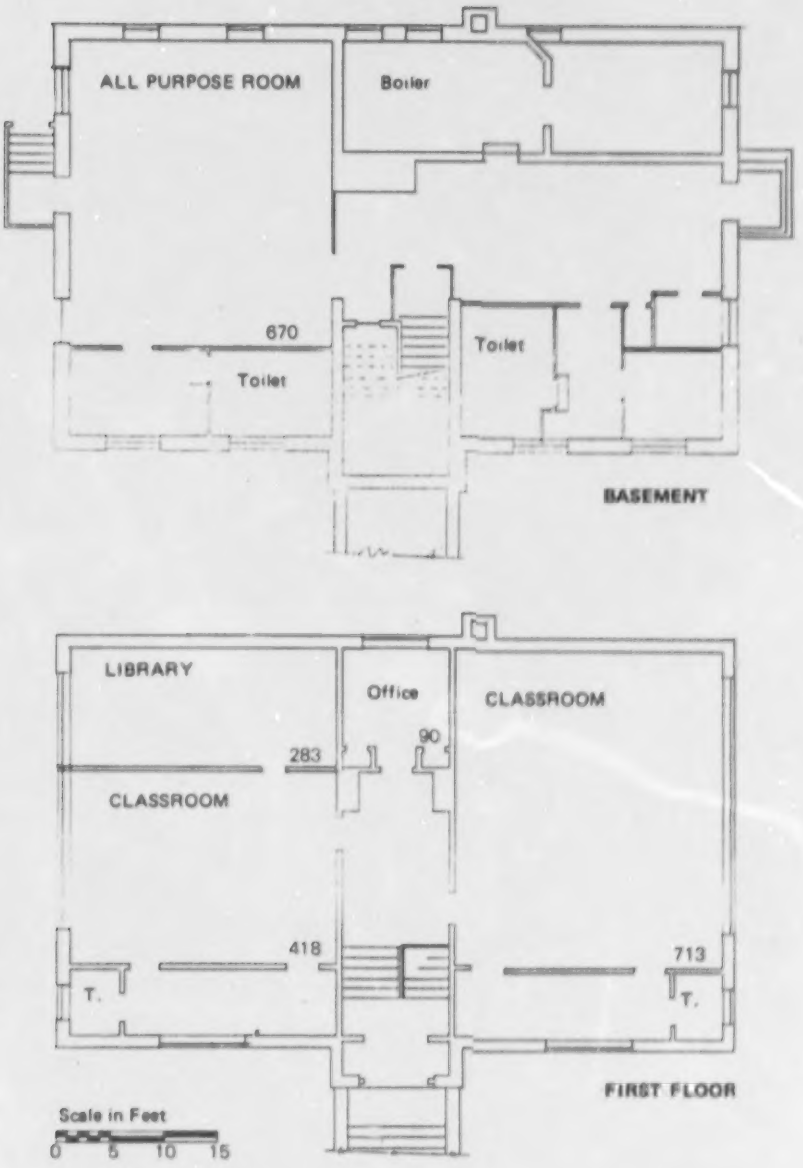
Site Size:	.85 acre
Date of Construction:	1920
Grades Housed:	Alternative High School
Enrollment 1978-79:	20
Capacity:	20
Educational Evaluation:	295
Physical Evaluation:	448

This is a small school, abandoned as a regular school facility. It is used now as an alternative high school.

The building and the site are in poor physical condition.

The building should not be used for pupils on a long-term basis. Consideration should be given to another possible use, perhaps as office space. However it is used, it will require a complete renovation.

SITE PLAN – COOLIDGE SCHOOL
SADDLE BROOK, NEW JERSEY



FLOOR PLAN – COOLIDGE SCHOOL
SADDLE BROOK, NEW JERSEY

VIII

ANALYSIS AND TIMETABLE

Enrollments*

Enrollments have decreased significantly in recent years, as shown in Chapter II. Projections show a continuing decrease over the next 10 years. Total enrollments drop to 1,325, from 2,168 in 1978-79. At both the elementary and high school levels, the decline is significant.

Prekindergarten

There is no prekindergarten program in Saddle Brook at present. With elementary enrollments declining, there will be space in the schools to house this program. Consideration should be given to its adoption.

School Capacities

Table 17 on page 39 shows the capacities and enrollments of the district's schools. The only school with enrollment above capacity is Washington, but this difference is taken up by five relocatable units not calculated in capacity. (See capacity worksheets in the Appendix.)

As enrollments continue to decrease, the district will be able to convert regular classrooms to specialized uses, such as larger libraries, small group rooms, art and music rooms. Relocatable classrooms can also be phased out.

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* Table 7, page 16 shows past enrollments; Tables 9 and 10, pages 18 and 19 give enrollment estimates.

Evaluations of the Schools - Improvement of Facilities

Table 17 on page 39 summarizes the educational and physical evaluations given the district's schools. The educational ratings of the elementary schools range from 477 to 575. Ratings under 600 indicate a need for improvement of facilities—in this case, essentially for improved central facilities, as pointed out in the previous chapter.

The high school has an educational rating of 699. This is a fair rating. As pointed out in the previous chapter, however, there are still improvements in order at this school that require conversion and an addition.

The rating of 295 for Coolidge suggests abandonment as a school.

Physical evaluations show the schools to be in fair condition, except Coolidge which has been closed as a regular school facility. Significant renovation is required at Franklin, Smith, and Washington.

Sites

Table 17 gives the site sizes in Saddle Brook. They are all below State standards. They should be expanded, when and if possible. At Franklin and Smith grading and seeding are needed. The athletic fields at the high school are being redeveloped at present. Long needs more turf area. Washington has a newly developed site. Onsite parking is satisfactory at all schools.

Program Accessibility

Under federal law (Section 504 of the Rehabilitation Act of 1973) and also New Jersey State law and regulations, boards of education are acting to make programs accessible to the handicapped. In cases where accessibility cannot be achieved except through architectural modification, this modification must be made by June 2, 1980 (under Section 504).

Structural or physical concerns include elevators in buildings of more than one story or level, toilet facilities, parking facilities, walks and curbs, ramps, stairs and rails, entrances and doors, water fountains, and telephones.

There are no provisions for the physically handicapped in the Saddle Brook schools. Provision should be made as soon as possible in the high school and in at least one elementary school—desirably, in one elementary school on each end of town.

Alternatives

Various alternatives in building utilization and grade organization have been considered; these in the light of enrollment decrease, of the existing educational philosophy and program, and of the buildings themselves and their respective sites.

Decreasing enrollments will allow for two things—school closings, or closing of one school, and conversion of regular classroom space to needed central spaces; also for the phasing out of relocatable units. Before any school is closed, space should be converted; at Franklin, for instance, the library should be expanded and the art room enlarged.

Conversion of regular classrooms to special central spaces will, of course, decrease elementary school capacity.

One alternative includes the retention of the existing organization, kindergarten through grade eight, grades nine through twelve. By 1982-83, even with some conversion and improvement of spaces in the elementary schools, it is possible to close the smallest elementary school, Washington.

The advantages of closing a school are, of course, in cost savings—principal's salary, clerical and custodial salaries, costs of utilities. Disadvantages will be a greater distance to school for some pupils and removal of a neighborhood school.

The retention of the K-8 schools will perpetuate poor facilities for the young people in grades six through eight, as pointed out in the previous chapter. To improve these facilities at every school will require considerable conversion and construction (to develop shops, home arts rooms, larger libraries, gymnasiums, science laboratories). This will be costly, and at two schools (Long and Washington) unlikely because the sites are too small to hold an addition.

Enrollment is going down at the high school too. What can be done there? The enrollment of out-of-district students on a tuition basis is an alternative worth exploring, or even consolidation.

A middle school organization was given consideration; for instance, utilizing Smith School for grades six through eight. It would be necessary to do considerable conversion and construction to develop the needed and desirable central facilities for a middle school. Since the district administration is opposed philosophically to a middle school organization, this alternative is not pursued in this report.

Recommended Plan

Following is the alternative recommended by the Consultants. They find it the most feasible and the one that bests meets the needs of the district. One of its major features is grade reorganization.

This alternative calls for a change in school organization, from K-8, 9-12 to PreK-6, 7-12. This organization would allow the young people in grades seven and eight to transfer to the High School, where they would have superior

facilities not available in the four elementary schools. The program for these pupils, as well as the facilities, would be improved. They would have access to a gymnasium, locker and shower facilities, home arts rooms, shops, an auditorium, science laboratories, larger library.

This change in organization and school assignment could occur in 1982-83, when enrollments in grades seven through twelve, including special education, are expected to total about 870.

The elementary schools would house kindergarten through grade six. Capacity needs are for 700 to 750 students. This means that at least one elementary school can be closed, the Washington School.

Why Washington? Because it is the smallest, least efficient facility. It is also the oldest, with the poorest facilities, as shown by its evaluation scores (Coolidge excepted, of course).

How might Washington be used if it is closed as a regular school facility? It might well be used to house the Alternative High School program, now at Coolidge. At Washington, the young people would have better facilities, indoors and outdoors, for physical education and, of course, for the academic program. The building might also be used to house community activities—for example, for senior citizens. It should be a recreation center.

The closing of Washington will necessitate the redrawing of attendance areas and for safety reasons, if not distance requirements, busing will need to be considered for those children living in what is now the Washington area.

What would happen to Coolidge? It should be used for the offices of the superintendent and Board of Education. The present location, in an annex of the high school, is undesirable. The noise level there is very high, adjacent to the parking lot. Also, the office of the chief school administrator is always best placed away

from a school facility to preclude conflict in authority between principal and superintendent. Coolidge should be completely renovated and converted to offices.

The existing administrative office space at the high school should be converted to a graphic arts shop. This space of about 2,000 square feet will be much more satisfactory than the existing shop, located on the second floor in only 1,000 square feet of space.

The existing graphic arts shop will then become another needed science laboratory.

Conversion and Renovation

Conversion and renovation of buildings should occur under any organizational plan. Renovation and maintenance needs are pointed out in the previous chapter. Conversion should include the following, if the elementary schools are reorganized to prekindergarten through grade six. If they remain kindergarten through grade eight, even more will need to be done in order to meet the program needs of the young people.

Franklin

Develop a larger library.
Expand the art room.

Long

Develop a larger library.
Convert a classroom to a music room.

Smith

Convert a classroom to a music room.
Develop a larger library.

Washington

Develop a larger library.
Improve and enlarge the art and music rooms.

The conversion and renovation at Washington should be carried out with the eventuality of that school's being used as an alternative school and community recreation center.

High School

Enlarge instrumental music room, by expanding into the vocal music room. Utilize a regular classroom for vocal music.
Convert a regular classroom to small group rooms.
Convert a regular classroom to departmental offices.
Expand library.

These changes can occur as enrollments decrease.

At the High School construction is necessary to have an auxiliary gymnasium with the necessary locker and shower facilities, which can also serve as additional team facilities. Provision for the handicapped, including an elevator, will need to be made. The auxiliary gymnasium would be a two-station facility, with 3,200 square feet net.

Summary and Time Schedule

Following is a summary of recommended action, along with a time schedule:

School Year(s)	Recommended Action
1979-80	This time period should be used for the study of the Master Plan by the Board of Education, the school staff, and the community and for preparations to implement it.
	Complete the site development at the High School and Smith Elementary School.
	Improve the Franklin site (includes grading and seeding).
1980+	Expand sites, particularly that of Long, when and if possible.
1979-82	Plan the change in school organization, from K-8, 9-12 to PreK-6, 7-12 and the necessary changes in program.

School Year(s)	Recommended Action
1980-81	Establish the prekindergarten program.
1980-84	Plan and complete improvements (alterations and renovations) at all schools, as recommended above and in Chapter VII. This includes the recommended addition to the High School.
1981-82 or as soon as possible	Provide facilities for the physically handicapped—at least at the High School and Smith School.
June 1982	Close Washington as an elementary school. Utilize the building as an Alternative High School and community center, beginning in the school year, 1982-83.
1982-83	Adopt the grade organization PreK-6, 7-12. PreK-6 will be housed in the Franklin, Long, and Smith Schools; 7-12 in the High School.
June 1982 or as soon as possible	Phase out relocatable units as classrooms.
1982-83	Develop the Coolidge School as offices for the Board of Education and superintendent of schools.
1983-84	Develop the existing offices of the Board of Education and superintendent of schools, located at the High School, into a graphic arts area. The classroom now used for graphic arts should become a science laboratory.

Table 18 shows an estimated distribution of enrollments by school over the coming 10 years.

Table 18
ESTIMATED DISTRIBUTION OF ENROLLMENTS*
Saddle Brook, New Jersey
1979-80 through 1988-89

School	Year/Estimated Enrollment										
	1978-79	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89
High	9-12				7-12						
	914	868	833	731	855	770	705	668	633	594	572
Elementary	K-8				K-6						
Franklin	216	213	195	188	184	180	178	180	184	187	190
Long	325	287	264	254	225	219	217	221	224	229	232
Smith	398	351	322	311	273	266	263	267	272	278	282
Washington	238	213	195	188	Discontinued as an elementary school						
Total Elementary	1,177	1,064	976	941	682	665	658	668	680	694	704

* Enrollments do not include special education. High school enrollments include Satellite High School but not Bergen Tech. Elementary enrollments do not include prekindergarten, which should be added in 1980-81 on.

Cost Implications

The Master Plan has a number of cost implications—in the altering and renovating of existing facilities, in the improvement of site, in the construction of the small addition at the High School, and in the possible expansion of existing sites.

School	Estimated Cost*
Franklin	$ 480,000
Long	75,000
Smith	600,000
Washington	360,000
High School	
Conversion and Renovation	200,000
Addition	650,000
Coolidge (to a school administration center)	120,000
Total Estimated Cost	$2,485,000

* The cost of expanding sites is not included here. These will be additional costs.

Costs are estimates and, of course, must be refined by an architect and contractors after specifications have been completed. This will need to be done prior to referendum, in the case of the major work recommended.

Borrowing power exists in the district, as pointed out in Chapter III. What should be kept in mind is: These are not just expenditures, but investments in facilities and more important in the education of the people of Saddle Brook.

Tax rate for the recommended program is estimated at 13 to 14 cents per 100 dollars of assessed valuation, based on a 25-year bond issue at 6.5 per cent interest.

IX

SUMMARY

County Bergen District Saddle Brook Date June, 1979

Area of District 2.7 sq. mi. Per Cent Developed 95 Current Enrollment 2,168

Enrollment in 5 Years 1,489 Enrollment in 10 Years 1,325

Pupils in Temporary Facilities 128 Pupils on Less Than Full-Time Session None

School	Planned Grade Levels or Function	Functional Capacity	Site Size (acres)	Location	Proposed Improvements: Renovation, Conversion, &/or Addition	Estimated Cost	Estimated Completion Date
EXISTING							
Franklin	PreK-6	306	4.812	C-6	Conversion & renovation	$480,000	1982-83
Long	PreK-6	364	2.340	C-2	Conversion & renovation	75,000	1982-83
Smith	PreK-6	451	10.000	B-3	Conversion & renovation	600,000	1982-83
Washington	Alternative High School*	195	3.920	B-6	Conversion & renovation	360,000	1982-83
High	7-12	1,063	18.120	B-4	Conversion, renovation, & addition	850,000	1983-84
Coolidge	School Administration	-	0.850	B-4	Conversion & renovation	120,000	1983-84

PROPOSED: None

* Also a Community Center.

APPENDIX

Capacities and Educational and Physical Evaluations of Schools

The capacities of the schools have been calculated in accordance with the formulas of the Bureau of Facility Planning Services, New Jersey State Department of Education. The next to the last column of the capacity table gives the maximum number of pupil stations desired for each teaching station; where the calculated capacity is less than the maximum acceptable pupil stations, it is shown in parentheses. The capacity figure is not constant, since it is based on present use of the school. Thus, capacity could change as room use changed.

The table of educational and physical ratings, called the School Facilities Evaluation Instrument, is a form supplied by the Bureau of Facility Planning Services. As a point of reference, it would be possible to obtain a score of 1,000 on each of the ratings, educational and physical, though an elementary school will usually score lower in the educational evaluation than a secondary school, since it has less sophisticated facilities. However, scores of over 600 for elementary schools are fairly satisfactory.

It should be emphasized that the educational evaluation is not an assessment of the educational program, but an evaluation of how well the facilities fit the program. Again, the educational figure is not a constant. If, for example, a school lacked an art room and as space became available one were provided, the rating for art would be raised.

Table A-1
CAPACITY OF FRANKLIN SCHOOL
Saddle Brook, New Jersey

Instructional Area	Number of Teaching Stations	Square Feet per Teaching Station	Minimum Acceptable Square Feet per Pupil	Minimum Acceptable Area in Square Feet	Maximum Acceptable Pupil Stations	Total Pupil Stations
Kindergarten	1	864	36	900	25 x 2 (24)	48
First-Third	1	693	32	800	25 (22)	22
	1	799	32	800	25	25
	1	923	32	800	25	25
Fourth-Eighth	7	700 or over	28	700	25	175
Special Education						
N.I.	1	693	120	960	8 (6)	6
E.D.	1	693	150	1,200	8 (5)	5
Total Functional Capacity						306
Instructional Areas (no capacity)						
Cafeteria	1	1,507		1,000		
Music	1	663		1,000		
Library	1	481		2,500		
Gymnasium (multipurpose)	1	2,380		3,500		
Art	1	573		1,000		
Reading	1	693				

Table A-2

SCHOOL FACILITIES EVALUATION INSTRUMENT - Franklin

N. J. DEPARTMENT OF EDUCATION *FIELD SERVICES DIVISION*

BUREAU OF FACILITY PLANNING SERVICES

		DEPT. OF ED. USE ONLY CODE
Name of County	Bergen	
Name of School District	Saddle Brook	
Name of School Building	Franklin School	
Street Address	Caldwell Street	
Post Office	Saddle Brook, New Jersey	
Zip Code	07662	
Person Completing This Instrument	Engelhardt and Engelhardt, Inc.	
Position	Educational Consultants	
Office Telephone Number	914-277-3621	
Type of School (Code Number)	12	
Grades	K-8, Special	
School Year	1978-79	
Functional Capacity	306	
Size of Site, Owned by District, in Acres	4.812	
Athletic Fields and Playground Area, in Acres	2.5	
Nearby or Contiguous Public-Owned Land Area available for School Use, by Agreement, in Acres	None	

CHARACTER OF SCHOOL NEIGHBORHOOD

(Enter numbers for each heading below)

Location (Zone) 4

1-Industrial
2-Commercial
3-Rural or farm
4-Residential

Traffic 3

1-Heavy
2-Average
3-Light

Environmental Quality 5

1-Noise
2-Fumes or Odors
3-Dirt or Dust
4-Floods
5-Satisfactory

Hazard 4

1-Traffic
2-Vandalism
3-Utility Trunk Lines
4-None

APPRAISAL OF FACILITIES BY EDUCATIONAL FUNCTION

(Enter: 3 - Good, 2 - Fair, 1 - Poor, 0 - Nonexistent)

General Instructional Facilities				
General classrooms	2	x 175 =	350	
Large group learning areas	2	x 50 =	100	
Small group learning areas	2	x 50 =	100	
Special Subject Facilities				
Career education	1	x 50 =	50	
Dramatic activities	1	x 25 =	25	
Fine arts and crafts	1	x 25 =	25	
Music activities	2	x 25 =	50	
Sciences	1	x 50 =	50	
Outdoor nature study	2	x 15 =	30	
Physical Education and Athletic Facilities				
Indoor physical education	2	x 40 =	80	
Locker rooms	0	x 15 =	0	
Showers	0	x 10 =	0	
Outdoor physical education	2	x 25 =	50	
Athletics	2	x 15 =	30	
Core Facilities				
Assembly	1	x 40 =	40	
Audiovisual media	2	x 25 =	50	
Facilities for community use	2	x 10 =	20	
Library and resource facilities	1	x 75 =	75	

Pupil Service Facilities				
Dining	3	x 25 =	75	
Extracurricular activities	2	x 10 =	20	
Personal property storage	2	x 20 =	40	
Provisions for physically handicapped	0	x 35 =	0	
Teacher Service Facilities				
Dining	1	x 10 =	10	
Itinerant staff offices	1	x 20 =	20	
Conference room	0	x 10 =	0	
On-site parking	3	x 10 =	30	
Personal property storage	3	x 10 =	30	
Work room	1	x 20 =	20	
Toilet facilities	1	x 10 =	10	
Administration Facilities				
Administrative offices	2	x 20 =	40	
Guidance offices	1	x 20 =	20	
Health suite	1	x 15 =	15	
Instructional storage facilities	2	x 25 =	50	
Custodial storage facilities	3	x 20 =	60	
		TOTAL =	1,565	

EDUCATIONAL FUNCTION SCORE (Total ÷ 3) 522

APPRAISAL OF FACILITIES BY PHYSICAL CONDITION: SITE, STRUCTURE, OR SERVICE SYSTEMS

(Enter: 3 - Good, 2 - Fair, 1 - Poor, 0 - Nonexistent)

Playground	1	Door hardware	2
On-site parking	2	Stair towers	3
Exterior walls	2	Intercommunication system	1
Roof	2	Plumbing	2
Interior walls	2	Pupil toilets	2
Windows	3	Adult toilets	2
Floors	2	Drinking fountains	2
Ceilings	2	Exits	3
Acoustics	2	Water supply	3
Heating	2	Sewage disposal	3
Ventilation	2	Heat or smoke detection system	3
Electric outlets in classrooms	2	Sprinkler system	0
Electric lighting	2	Fire extinguishers	3
Emergency lighting	0	TOTAL =	59
Fire alarm system	3		
Air conditioning	1		

PHYSICAL CONDITION SCORE (Total x 11.49) 678

Table A-3
CAPACITY OF LONG MEMORIAL SCHOOL
Saddle Brook, New Jersey

Instructional Area	Number of Teaching Stations	Square Feet per Teaching Station	Minimum Acceptable Square Feet per Pupil	Minimum Acceptable Area in Square Feet	Maximum Acceptable Pupil Stations	Total Pupil Stations
Kindergarten	1	960	36	900	25 x 2	50
First-Third	5	720	32	800	25 (23)	115
Fourth-Eighth	8	720	28	700	25	200
Total Functional Capacity						365
Instructional Areas (no capacity)						
Cafeteria	1	1,185		1,080		
Library	1	495		2,500		
Gymnasium (multipurpose)	1	2,240		3,500		
Art	1	720		1,000		
Supplemental Instruction	1	960				

Two fourth grade classes are in relocatable classrooms, not included in capacity.

Table A-4

SCHOOL FACILITIES EVALUATION INSTRUMENT - Long Memorial

N. J. DEPARTMENT OF EDUCATION *FIELD SERVICES DIVISION*

BUREAU OF FACILITY PLANNING SERVICES

DEPT. OF ED. USE ONLY CODE

Name of County	Bergen	
Name of School District	Saddle Brook	
Name of School Building	Long Memorial School	
Street Address	Floral Lane	
Post Office	Saddle Brook, New Jersey	
Zip Code	07662	
Person Completing This Instrument	Engelhardt and Engelhardt, Inc.	
Position	Educational Consultants	
Office Telephone Number	914-277-3621	
Type of School (Code Number)	12	
Grades	K-8	
School Year	1978-79	
Functional Capacity	365	
Size of Site, Owned by District, in Acres	2.34	
Athletic Fields and Playground Area, in Acres	1.0	
Nearby or Contiguous Public-Owned Land Area available for School Use, by Agreement, in Acres	None	

CHARACTER OF SCHOOL NEIGHBORHOOD

(Enter numbers for each heading below)

Location (Zone) — 4

1-Industrial
2-Commercial
3-Rural or farm
4-Residential

Traffic — 2

1-Heavy
2-Average
3-Light

Environmental Quality — 5

1-Noise
2-Fumes or Odors
3-Dirt or Dust
4-Floods
5-Satisfactory

Hazard — 4

1-Traffic
2-Vandalism
3-Utility Trunk Lines
4-None